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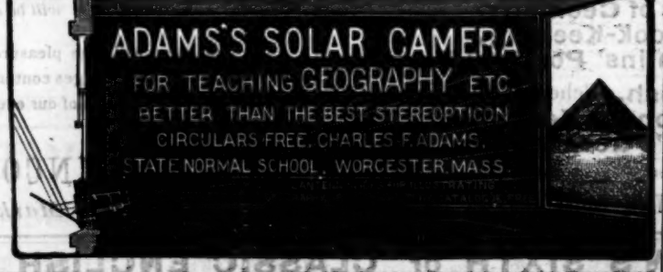

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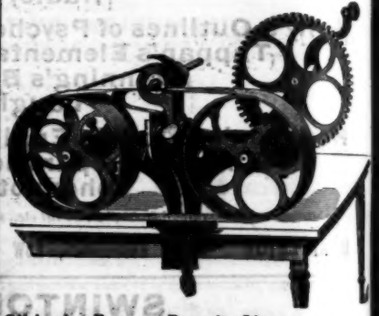

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A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
JEROME ALLEN.
FRANCIS W. PARKER,
} EDITORS.

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"CHILDREN have more need of models than of critics." So said Joubert, and he was right.

But young beings, like vines, need something to lean on and grow on. Teachers, be models.

O yet we trust that somehow good
Will be the final goal of ill,
To pangs of nature, sins of will,
Defects of doubt, and taints of blood;

That nothing walks with aimless feet;
That not one life shall be destroy'd,
Or cast as rubbish to the void,
When God hath made the pile complete.

—IN MEMORIAM.

A TEACHER should never allow a pupil to see that he is even annoyed, or his serenity in the slightest degree ruffled. It is granted that a teacher cannot teach what he does not know. If this is true of grammar and arithmetic, it is also true of self-control, for a pupil cannot be taught to practice that for which his teacher cannot give him the key note.

IT makes little difference what educational creed we profess. The important point to settle is, what creed do we follow. Am I an old fogy hearer of recitations, or am I a teacher? Many are just now more anxious to settle their educational standing, than their educational practice. They read Pestalozzi, but follow the schoolmen. They preach reform, but practice conservatism. The thing for us to remember is, that there are tens of thousands of pupils this autumn who are starving on the food they get. It is educational bran bread; the brain can not hold and digest enough of it to nourish the system. But these teachers insist on cramming their pupils with the miserable stuff! One teacher just now, in order to better facilitate this cramming process, has rhymefied the whole of English history, and is filling the mouths of his pupils with it. Poor, hungry, starving souls, they are dying for want of mental food, and don't know where to get it, and their teachers don't know enough to tell them; and so in the midst of abounding plenty they starve! Isn't it pitable that the children who are crying for the bread of living, nourishing thought, should be given the indigestable stones of meaningless vocables!

NOTHING more unfortunate could happen than that any teacher could arrive at the opinion that when he had learned a certain method, or series of methods, he had learned the new education. Even as Christianity, (the new religion in 50 and 60 A D.), did not consist of a set of religious forms differing from the religious forms practiced in the temple at Jerusalem, so the new education does not consist in a series of methods that one teacher may learn of another. One must breathe a new spirit to understand it. It aims at character—at something permanent in the human being that shall outstand death itself. The best men and women only can practice the new education. The excitement over the new education is subsiding; but its spirit is abroad in the land. Probably one-third of the teachers are practicing the new methods, more or less. As the old fogies die off, no more are born, thank Heaven. So that it is surely only a question of a few years when the whole body of teachers will be doing twice as well by the children as was done from 1850 to 1875.

WE gain by what we do for ourselves, not by what others do for us. Self-activity is the source of human strength. A man's arm could be made to move with great activity by an external force, and yet grow weaker all the while; but let him wield a sledge or hold a plow, and it will not only regain its former size, but grow larger and stronger than before. Power comes from within, and when multiplied by the weight of knowledge, becomes momentum. What then, our scholars need, is a factory of mental power—a stock of useful knowledge and well-directed activity. The result will move the world. A little weight may be made to produce enormous momentum by the application of the required power, so a little knowledge can produce wonderful results if forces are properly applied. It doesn't matter so much how much we know, as how we use what we know. Many a man with a great amount of learning has begged for his daily bread, while others with a minimum of book facts have scored a wonderful success. Why? Because they knew how to use what they knew, and had push and power enough to put it into action.

Stuff your pupils with dates, facts, rules, laws, exceptions, declensions, conjugations, and all sorts of learned lumber, and you only make them well-rounded sausages, lying around, waiting for somebody to use, having no power to use themselves; unless you give them the power to apply what they learn. Give them the materials, and then education by doing, is the only possible way to make up a momentum. The Creator through all the æons has been doing, and the infinity of creation is the result. His infinite knowledge has been manifested in unnumbered worlds.

Make your pupils do something for themselves, and *make them do it well.* There is far more education in sawing wood properly and with spirit, than mumbling listlessly over an arithmetic. Better that a boy should make an ungrammatically successful farmer, than a gramatically stupid lawyer. There are many proper, well-dressed ministers who preach their churches empty, who would have made first-class carpenters or tailors had they been permitted to work out their destinies in the direction of their activities.

Since these things are so, it needs to be emphasized ten ten thousand times ten thousand times, that whatever education a child gets that ever does him a farthing's worth of good, is what he gets for himself; and that it is a fixed decree of our creation that whatever there is in us will certainly come out. We are what we really are, and there is and can be, no mistake about it. This is sound educational and physical philosophy.

A BROWN slip will accompany this issue to a few subscribers as a gentle reminder that their subscription is now due and the publishers would be glad to hear from them.

ALREADY the union of the *Institute* and *Practical Teacher* has excited wide attention and interest. Among many other letters expressive of co-operation, one from Supt. W. S. Perry of Ann Arbor, has been received in which he says: "Put me down as a subscriber at once."

The New-Hampshire law punishing with a fine of $20 the sale of a cigarette to a boy or girl under 16 years of age has gone into effect. If this is found to work well it may lead to the adoption of the more necessary legislation which shall make the sale of a cigarette to a grown man a crime punishable with death.

THE difference between the concrete and abstract is illustrated by an anecdote told concerning President Lincoln. When importuned by Gov. Yates, of Illinois, to appoint a friend of his brigadier-general, he said:

"Yates, I'll tell you the difference between the concrete and the abstract. When the Senate passed a resolution requesting me not to appoint any more brigadiers, as the vacancies are all full, that's the concrete. But when a Senator comes up here with a long petition and a longer face, requesting me to make a brigadier out of some scalawag of a friend of his, as it happens every day, I call that the abstract." The Governor thought the illustration was very good, and laughed heartily over it.

RECENTLY a number of pupils in Walkerton, Canada, engaged in a fight during the "noon spell," but outside the school premises. For this they were punished corporally by the head master. Two of the billigerents thus chastised were sons of his honor, Judge Barrett, who indignantly repudiated the legal right of the teacher to inflict punishment under such circumstances. It was not claimed that the castigation was excessive, but simply that the fault having been committed outside of the school grounds, the teacher had no authority. Judge Cameron, who tried the case, ruled otherwise, and it is well for the discipline of schools generally that the teacher has been upheld. The law on this point in the United States varies in different states, but the *general* ruling of judges is that a teacher has jurisdiction over his pupils from the time they leave home until they return to it.

WHAT is your motive in giving a lesson? Was it the thought or the expression? Between these motives there is a world-wide difference. Under the first motive you may learn to teach; under the second you never can. All the faults in teaching may be summed up in this one, making *expression* of thought, instead of thought itself, the end.

hen you ask a question do you listen to the words or watch the mental action through the words?

Teachers frequently meet with classes of educated (sic) young ladies and gentlemen, who have made the repetition of words the end and aim of their school work.

Ask one a question, the eyes are fixed upon vacancy, manifesting the usual effort to recall words that may answer the question; if successful the words roll out click, click, click. Ask another question upon the glibly recited words; another fixed stare, another click, if words are found, if not—silence. Behind the words is no more thought than can be found in a parrot's brain. Words do not conceal thought, for there is no thought to conceal. Ask the same pupils a question about their homes, and immediately you receive a lucid, thoughtful answer; ask a pupil to define house (thank heaven no one ever attempted to define house in a text-book), the pupil immediately recalls a mental picture of a house, and with little or no thought proceeds to describe it. What is an island? What is a verb? The manner of the pupil changes to fixed stare or rolling eye, and lifeless words are articulated.

THE late Rev. Dr. Tyng had an incisive way of his own, and spoke his mind freely on all occasions. "What do I call cigars?" he asked of his Sunday-school children. "The devil's sugar-plums, sir." "And playing-cards?" "The devil's picture-book." At one time it was necessary for the oldest clergyman in the diocese, Rev. Dr. Moore, of Richmond, S. I., to open the convention in the absence of a bishop. Dr. Moore was a plain country parson, and the new honor stunned him so that he did not know how to act. He went to Dr. Tyng for advice. "What shall I do when I get up there?" he inquired anxiously. "Do?" said Tyng, who was provoked at such timidity on the part of his senior, "the Lord put a word into the mouth of Balaam's ass, and I suppose he will put one into yours. Get up and go ahead."

CONCERNING the new law compelling teachers in public schools to attend every session of the New York State Teachers' Institutes, Com. F. N. Crandall, of Schuylerville, says:

"Aside from the fact as to whether or not a teachers' institute, as generally conducted, is of benefit to *every* teacher, whether of wide experience or of no experience, there is a class of teachers to which the new law will be a grievous one. It is a fact to be deplored, but a fact, notwithstanding, that there are many teachers who work for four dollars and less per week. Some of these teachers can reach the place at which an institute is held only at an expense of from one to five dollars; while their expenses for board are usually from three dollars upwards, and while the institute might be of great value to them, there are in country districts many poor girls who eke out a bare livelihood by teaching for such compensation as has been mentioned, who unquestionably cannot afford to attend. Again, some shrewd (?) trustees manage the terms of their schools so that there shall be no school during institute week, thus obliging the teacher to attend institute, if she attends at all, on her own time, and so making what would be at best a heavy drain on her pitiful little purse still heavier. The assigned reason for this law is little less than an absurdity. While it is probably a fact that there are instances of fraud in this matter as well as in every other, we believe that the moral sense of communities and of teachers prevents this practice from becoming a general one, and the great commonwealth of New York does not suffer from it as much as scores of miserably paid teachers will by the new law. We are aware that this brings around once more to the old, old plaint of the general infirmities of our schools which result in underpaid teachers, etc., etc., but the facts today are just as they are; moreover, it is difficult to see how such measures as this new law are going to do much toward bettering them, while it undeniably will be oppressive to a large number of teachers."

"TAKE a boy with don't-care pluck in him; add to him ten grains of the roving spirit; infuse two-score parental thrashings for petty faults; add scanty, maybe nauseous, food; add a dirty, dingy home, less habitable than the gutter; mix well with ten years' experience of maternal ignorance and foolishness; and the result of the perscription will be a reckless little vagabond, a sharp set, stay-out-at-nights young rake, a capable ignoramus for whom Boards of Education may pass statutes and aws in rain.

THE time has not quite passed in England when it is considered enough to teach poor children their letters and lessons of obedience and manners; when boys and girls made bows and courtesies to clergymen, the squire and his body, and repeated the humble prayer:

"God bless the squire and his relations,
And keep us in our proper stations."

THE Pennsylvania teachers' tenure of office law looks towards more permanency than has heretofore been reached. In that state, school boards "may elect principals and assistant teachers, holding the grade of 'Professional certificates,' for two successive school terms, and those holding the grade of 'Permanent certificates,' or diplomas issued by State normal schools of this Commonwealth three successive school terms." This is good as far as it goes, but why not go farther and permit school boards to elect teachers during good behaviors or until it is considered that their usefulness has come to an end? Why restrict to a specified term?

THE secretary of the Board of Regents, Albany, has issued a pamphlet giving an outline of the work of the University of the State of New York. It explains its plans in reference to teachers' classes as to teaching physiology and hygiene, course of instruction, form of testimonial, condition and progress, and examination of teachers' classes. It gives quotations from its questions used in examining teachers' classes in academies and high schools. These relate to the philosophy of education, the science and art of teaching, methods in number, geography, language, reading, school economy and government, and school law.

Those relating to the science and art of teaching are as follows:

1. What is education?
2. What is teaching?
3. What is object teaching? Illustrate.
4. What is objective teaching? Illustrate.
5. What is subjective teaching? Illustrate.
6. What three things does teaching suppose?
7. What is method?
8. What are the three great divisions of mind according to Hamilton?
9. Give his classification for the cognition faculties.
10. What are the perceptive faculties?
11. What is memory?
12. What is recollection?
13. What is a judgment?
14. State the principles of teaching.
15. State the different ways a teacher may conduct an exercise in teaching.
16. Which in your judgment is best, and why?
17. State the principles of questioning.
18. Which of these is the most difficult for you to observe, and why?
19. What relation should the teacher sustain to her pupils in order to succeed?
20. How does the profession of teaching compare with the other occupations, and why?

We shall have occasion to refer to the remainder of these questions at some future time.

IN the September number of the *Practical Teacher*, Col. Parker gives the motives that prompted the change that was recently made resulting in a union of his paper with the TEACHERS' INSTITUTE. He says:

"The motives that prompted this change may be briefly given. The offer came from my old and valued friend, Amos M. Kellogg, editor-in-chief of the New York SCHOOL JOURNAL and the TEACHERS' INSTITUTE. Mr. Kellogg was the first to recognize in his excellent papers the claims of reform in education. His training had been such as to make him see at a glance the entire educational situation and the urgent necessity for improvement. He had imbibed the spirit and methods of Page, who, with Mann and Barnard, was one of the great leaders of the movement which has since assumed such tremendous proportions. While some influential school journals were permeated with the spirit of false conservatism so effectively organized by the notorious thirty-one who fought Horace Mann with such bitterness; while these journals filled their editorial columns with strong opposition and ridicule of all that was called new, Mr. Kellogg has consistently, earnestly and ably advocated in every line of his papers the claims of a thorough-going reform in our common schools. Some of his contemporaries, while sneering at reform with all their might in their editorial pages, have filled the remainder of their journals with all they could pick up from the "new" education. The honest students of education are beginning to appreciate this strange inconsistency. To Mr. Kellogg the welfare of the children is worth more than the financial success of his journals.

"I met his proposition with a feeling that we might do more for education by joining our forces. Last year the work at my desk was lightened by the thought that it might be of some help to more than 6,000 of my fellow teachers; this year, by joining the papers, my class will number about 40,000."

THE REQUIREMENTS OF A GOOD READING BOOK.

By J. G. Fitch, A. M.

(1) It should be well printed and in sufficiently large type to make it very easy for the child to put his finger on each word as he pronounces it.

(2) It should be made attractive by pictures, and by the pleasantness and interest of the subject. This is of the first importance.

(3) The lessons should not be graduated by so mechanical a rule as the mere length of words and number syllables. Many words of three letters are harder than those of five; and words like *winter* and *summer* are much easier, though they have two syllables in them, than words like *eye*, *who* and *laugh*, though they have but one. The real gradation does not depend on the length and number of the syllables, but on the number of anomalies or difficulties in the words. The early lessons should have no anomalous words at all. But each new lesson should contain two or three combinations harder than those of the previous lesson, and several examples of each.

(4) If possible, let a good many of the lessons be narrative and in the form of dialogue, giving some play for changes of voice. Monotony is encouraged by always reading sentences consisting of assertions only.

(5) Again every lesson should contain at least two or three words which are a little beyond the child's own vocabulary and which, therefore, when learned, will be distinct additions to it. This is very important. One of the first objects of a reading lesson is to enrich the scholar's store of words. A lesson which is so ostentatiously childish that it fails to add anything to this store, or to furnish material for questions, represents a lost opportunity.

(6) Yet it is of very little consequence that the reading lessons should be obviously didactic or instructive, or indeed, that they should convey any information whatever. Later on, of course, we regard reading as a means to an end, and that end is instruction or mental culture; but, in the early stages, reading is, itself, an end. And whatever conduces to make it more interesting facilitates the acquisition of the art.

How is it to be used?

First, it is well to read the passage aloud very carefully with the proper intonation, requiring the scholars to fix their eyes on the book, and to follow the teacher, pointing out word by word as he utters it.

Next, a simultaneous exercise is often found very useful. The teacher reads the lesson again, and asks the whole class to read it with him slowly, but still with all the proper pauses and inflections.

The third step is to call upon the class to read the lesson simultaneously without him.

Then he challenges the scholars one after another to read the sentences separately, selecting them by name, promiscuously, and causing the worst readers to be appealed to much oftener than the rest.

Afterwards he causes the books to be closed, and proceeds to give a few simple questions on special words, and to require separate little sentences to be turned into others which are equivalent, and of which the words are supplied by the scholars.

RULES FOR TEACHING.

By Hon. John M. Gregory.

Out of the Law of the Learner, emerge some the most important rules for teaching:

1. Never begin a class exercise till the attention of the class is secured.

2. Pause whenever the attention is interrupted or lost, and wait till it is completely regained.

3. Never exhaust wholly the pupil's power of attention. Stop when signs of weariness appear, and either dismiss the class or change the subject to kindle fresh attention.

5. Arouse, and, when needful, rest the attention by a pleasing variety, but avoid distraction. Keep the real lesson in view.

6. Kindle and maintain the highest possible interest in the subject itself. Interest and attention react upon each other.

7. Present those aspects of the lesson, and use such illustrations, as fit the ages, characters and attainments of the class.

8. Address the instruction to as many of the senses and faculties as possible, but beware of drawing the attention from the subject to some mere illustration.

9. Let the teacher maintain in himself and exhibit the closest attention and the most genuine interest in the lesson. True enthusiasm is contagious. —*From Seven Laws of Teaching.*

THE SCHOOL-ROOM.

HOW TO MAKE SCHOOL INTERESTING.

Something else is needed in a school besides the conventional drill in the "solid branches." The teacher should take time to look after other things. In Public School, No. 9, Brooklyn, a society has been organized, the object of which is the improvement of its members "in any way the majority may choose to decide." In reaching this commendable end they have raised a little money and offer prizes for the following things:

For Bread-Making.—1st prize, China Tea Set; 2d prize, Bread-knife and Plate; 3d prize, Bread-bowl and Rolling pin; 4th prize, Cook-book. All loaves to be made from flour and compressed yeast furnished by the Society. Each loaf is to contain only flour, yeast, salt, and water. All bread and other articles are to be delivered at the church where the exercises are held by twelve o'clock of that day.

For Plain Sewing (including patching and darning).—1st prize, Work-box; 2d prize, Case of Scissors; 3d prize, Silver Thimble. The competitors for the above prizes in bread-making and plain sewing must be members of the Irving Literary Society.

For Plain Sewing.—In each of the classes in the Grammar Department, outside of the Society, two silver thimbles will be offered for the two best specimens of plain sewing. In order to secure proper competition, each class, to win the prize, must present at least twenty specimens.

And also in these classes: For the best Ironed Shirt, 1st prize, Pair of Smoothing Irons; 2d prize, Ironing Board.

For Industrial Activity.—Prizes are open to members of the Society, and to boys and girls of the First, Second, and Third Grades of the Grammar Department.

1. Models, etc.—1. Boats. 2. Machines. 3. Specimens of Carving. 4. Clock Cases. 5. Pair Brackets. 6. Picture Frames. 7. Boxes. 8. Pair of Easels. Prize—One of the works of the English Classics.

2. Drawings.—1. Mechanical; including Plans of Boats, Machines, Houses, etc. 2. Industrial; including Designs for Hall Carpet, Drinking Fountains, Monument, and Chandelier; also Map Drawings. Competitors must indicate whether the designs submitted are original or copied. Prize—One of the works of the English Classics.

3. Natural History.—1. Collection of Butterflies, of Moths, of Beetles, or of Minerals. 2. Specimens in Taxidermy. 3. Specimens of Oology. 1st, 2d, and 3d prizes—Some work on Entomology, Taxidermy, or Oology.

Essays.—1. The use of the Pen. Prize—Gold Pen and Case. 2. Declamations and their Use. Prize—Handsome Inkstand. 3. School Papers. Prize—Inkstand. 4. A Model Character in History, and Why. All essays must be sent to the Secretary on or before June 1, 1885.

To secure a prize under the head of Industrial Activity, it is necessary that at least three specimens be submitted. Pupils from other schools are invited to send in specimens of their handiwork for exhibition. Their resources will not permit them to offer prizes for such articles. All articles intended for competition must be accompanied by a certificate from parent or guardian of competitor, certifying that no assistance except advice has been given.

Attention is not given entirely to the practical side of life. On February 27, 1885, a Longfellow memorial day was observed by the Society. Recitations and songs from the poet's works were given, and essays on his life were read. Previous to the day, funds were collected by the sale of cards bearing a portrait of Longfellow, to be used in the purchase of a bronze statue to be erected in his memory in his native city, Portland, Me. The Society has a Longfellow memorial volume, which contains extracts from the works of Longfellow, clippings and pictures from magazines and newspapers. To this volume the members are constantly adding.

The first week in April of every year the Society, in a body, go to Prospect Park, and plant a tree in memory of some noted man of letters. Every tree planted by the Society lives; possibly the monthly visits of the tree-planting committee insure care.

Another, and by no means the least important, of the branches of the Society's work is The Irving Penny Savings Bank, open for transaction of business Monday from 3 to 4 P. M. Deposits from one cent upward the received. All money is deposited in the Brooklyn Savings Bank. The Principal of the School is *ex officio* Member of the Board of Management. Accounts are audited quarterly by the Trustees of the School. L. M. P., President. We print a paragraph from the editorial page of the "Irving Literary Gazette," April, 1885, showing the result in one instance of the Irving Penny Savings Bank:

"On December 1, three little girls, Agnes, Jessie, and Belle Sinclair, having removed from the district, drew from the Irving Savings Bank the sum of $60.15. This represents their savings for less than two years, which represents the time they have been in this country. They had not been from Scotland three weeks when they entered this school."

In January the report of the Bank showed that $147 were withdrawn, and we were not startled. We remember that Christmas must have entered into the yearly plans of the depositors, for in April the report showed that but $32 had been withdrawn. January showed an average to each depositor of $2.53; April, $2.83.

What this school is doing others can do also. The plan here outlined will necessarily be modified by circumstances, but some plan of this nature should be carried out in every village or city school. Even in an ungraded county school, of short term, something of this nature can be most profitably arranged.

If a small museum or library is commenced, great good may be accomplished. In one instance where something of this nature was organized, the originator said that "specimens soon began to come in; a small typical collection of fossils was obtained to interest residents in the search for them; application to the Government brought a geological and mineralogical collection, properly classified and labeled; a collection of beautiful shells was added, which not only had its place in the Natural History Department, but, with its beautiful colors and forms, could not but have its influence in art culture; a collection of rare corals followed, specimens of native woods, etc., until a long row of cases lined one side of the room. The art collection was and is of slower growth. One of the large windows of the reading-room was fitted up with a case to exclude dust, flies, etc., and fitted with lock and key, and here for two years have been on constant exhibition works of artistic value; now a beautiful painting or etching, then a collection of drawings from the public schools; an exhibit of photographs of local scenery, made by an amateur (the profit on the sale of which swelled the library fund), etc. Public interest has been steadily growing in this direction. One large and valuable painting has been purchased, and now hangs on the reading-room walls, two or three plaster casts of famous bas reliefs have been added, and already the collection seems not an impossibility to those who laughed at the proposition when it was made, and who pronounced it impo s

sible to acquire any collection of interest in a place of this size, and with hardly any wealthy residents."

The beginning will necessarily be small, but no one can tell how large results will be produced. The only way to do is to commence vigorously on some safe and simple plan that can be at once carried out. Let future developments be governed by circumstances. *The essential thing is to begin.*

AN EXCELLENT EXERCISE FOR THE OPENING OF SCHOOL.

It is very important to cultivate in pupils the habit of reading for a purpose. Aimless reading does no good; it often does much harm. The following plan will cultivate the habit of accurate observation. It has been tried with much success.

PLAN.—Let the teacher request the pupils to bring to him interesting and instructive facts gleaned from the papers they read. These may be carefully copied, or cut out and neatly pasted to a sheet of paper with the name of the reader and authority written at the top. This should be reviewed and corrected and returned to the pupil to be read before the whole room, when called for. As an example of extracts that may be thus used, we present the following as sample papers recently proposed:

JAMES M. WORDEN; from *New York World*, Sept. 3, 1885.

Several logs have been recently taken out of Broadway, N. Y. City, which, in early days, were used to supply the lower portion of the city with water. These wooden water-pipes have been in the ground over eighty years, have not had water in them for over forty years, and have been in a dry and sandy soil where there is perfect drainage. The logs are in an excellent state of preservation, many of them with the bark on them still preserved, and all of them perfectly sound. This would go to show that wooden water-pipes will last longer than iron pipes, for the same company, in its excavations in the same blocks, has taken out iron water-pipes laid within about forty years, which were nearly rusted through. In the city of Pittsburg they are now relaying iron water-pipes in several streets, which were entirely worthless from rust, and not yet forty years in the ground.

MARY A. RUNNING; from *Popular Science Monthly*, May, 1885.

Here is a good puzzle for evening amusement: Take a square of paper or cardboard, and cut it into four *unequal* and *irregular* pieces. It would seem a very simple matter to replace the pieces so as to form the square again; but, on trial, it will be found surprisingly difficult, and ten or fifteen minutes will usually be consumed in the attempt. The entire force of the *News* office were unable to solve the problem, and were inclined to agree with the person who accidentally originated the puzzle, that it was impossible.

Each piece would have comprised a right angle, or corner piece, which would seem to be a guide to the formation of the square; but the trouble apparently lies in an optical illusion, by which the eye is confused by the various angles of nearly the same dimensions, and rendered unable to judge accurately of their proper position in the square.

PERCY WINDSOR PARSHALL; from *Atlantic Monthly*, September, 1885.

Our national *escutcheon* displays an eagle. Now, if it were required to choose an *emblem* from vegetable kingdom to *bespeak* the hope and hardihood of the New World, where would the selection fall? The plant to be *promoted* to the place of honor must possess the virtue of *accommodation*, growing readily north, south, east, and west; be notable for its fruitfulness; a right-hand *reliance* of the pioneer; above all, it must be an *immemorial occupant* of the soil. The Western Continent has produced the potato, the pumpkin, and the tobacco p , and corn. Which of these shall it be?

It would be well to stop here a minute and ask this question of the whole room, then the remainder of the selection can be read. The words in italics should be written in a *column* on the board, their meanings taught, and afterward the pupils requested to write sentences containing them on paper, to be given to the teacher for correction. This is an important suggestion.

How can we do better than to *adopt* as our *armorial device* the Indian's own plant? Behold the *blonde, plume* waving stranger, whom first the fasting *Hiawatha* wrestled with, overcame, and gave due *rites* of burial.

Who wrote Hiawatha? What else did Longfellow write? Repeat one of his short poems. Read that part of Hiawatha referred to in this extract.

First the blade! It must be an eye indifferent to contrast in color that will not take distinct delight in those little *pennons* of sunshiny green, fluttering above the rich *umber* of the soil, and *signaling* the welcome intelligence, 'Corn is up.' Every stage of its growth, as in the life of some lovely child, is interesting and repays attention, from the time when its blades, clasping the stalk, first form *chalices* to hold the rain, to its midsummer pride of *twofold flowerage*, yellow or brownish tassel above, and flowing silk below. What strides of growth it makes from evening to the next day's light! A sly, silent *bacchanal*, it gets drunk upon the dew every blessed night. By and by, it is seen standing on tiptoe; toes white, or, sometimes, prettily *roseate*. (The farmer, I am bound to say, sees only *brace-roots*, the botanist only *aerial roots*, extending from the first joint of the stalk downward until they fasten themselves in the soil: yet it will be evident to one who makes corn a *sympathetic* study that it stands a-tiptoe, out of pure good spirits and *valiance*.) Its leaf, closely *scanned*, shows, not one uniform green, but streakings of paler and deeper color. Hold the blade between you and the light, and you will see on each side of the strong, straight *midrib* an equal number of *lucid* hair-line *channelings*. The upper surface is *roughish*, being set with minute hairs; the under surface is of a cool smoothness.

This is a first class selection for older pupils, and if properly studied, will afford an unlimited amount of interest and instruction. The whole exercise is an excellent one.

EDITORIALL REPORTED.

PHYSICAL TRAINING—III.

As practiced in the Jamaica (N. Y.) Public Schools, Supt. N. J. Ballard, Princ'pal.

"Ready for a special drill." The girls with eager faces awaited the next order. "Exercise for triceps." There was a rush for the parallel bars, and a score of "sweet sixteens" were dipping away with all their might. Others were "putting up" the heavier dumb-bells. Two took a wand and, grasping it with both hands, each struggled to push the other around the room. "Pectoral muscles." Instantly the vertical bars were bending from vigorous pushing, dumb bells were banging, and Indian clubs circling back of the shoulder. "Biceps." Those that had dumb-bells commenced curling them; some pulled themselves up till their chins rested on the horizontal bar; others, jumping up and catching hold of two rungs of the horizontal ladder, pulled themselves up till their shoulders touched. "Muscles of the back." With a shout the girls rushed for a twenty-five foot rope, and, dividing into two sets, in a moment each set was pulling with all its might to pull the other set across the room. "Expand the chest." The purring of the pulley weights showed what the girls thought to be good for that. "Get up a good circulation." And away they went on a quick run around the room, skirts fluttering, hair streaming, bright eyes flashing, and with faces all aglow with health and fun. It was a pretty sight. "Quicker." For a few moments the girls flew around the room at a pace that would have done credit to their brothers. "Easy," back to a slow run. "Walk," two or three times around the room, then, "Seats." The windows at one end of the room were closed, and then the girls perched themselves upon parallel bars, vaulting horse, or anything that could be extemporized as a seat. General questions were then asked upon anatomy, physiology, and hygiene, large anatomical charts being constantly referred to. Then one of the girls was called to the platform, and, after passing a rope two or three times around her, confining her arms to her sides, she was asked to walk the horizontal ladder. She said that she could do nothing while tied up like that. It was then brought out that just so all the organs of the body, whether internal or external, must have freedom of movement in order to do their work well. "Now, girls, suppose I wind this rope tightly around your waist several times, what organs will be seriously interfered with?" "The digestive organs, and to a considerable extent, the heart and lungs." "What follows?" "The food cannot be so well digested, the heart cannot send the blood so thoroughly to all parts of the body, the lungs cannot perfectly carry off all impurities from the blood." "Well, does it make any difference whether you or I do it?" "No." "Or whether it is done with a rope?" "No." "Just bear that in mind, then, and you will be likely to dress more sensibly than some girls." A "fashionable" waist was then outlined on the board. "Suppose you see a girl with a waist like that?" The girls laughed and said that such a waist was not natural, that the lines should be very nearly if not quite straight, and that a girl with such a waist as that was either very foolish or very silly, and all jumped down from their seats to show that they were not of that class of girls. This closed the exercise.

We learned that the above was a typical lesson, the drill being substantially the same at every lesson, which is taken twice a week, the free gymnastic drill being taken upon the other two days. Friday miscellaneous exercises are taken, the regular time being from 10:30 to 11 for the girls of the grammar department: the boys of the grammar department alternating with the intermediate department from 3 to 3:30. Boys usually, and girls always, are excused from exercising if they ask it. Pupils are cautioned about exercising when they do not feel well, and are asked to report if they feel exceedingly tired after exercising, and to always stop exercising if they feel that it is a little too severe for them. No one has been hurt. That all have been benefited is evident from the erect carriage, elastic step, and strong and graceful movements of the boys and girls.

It may seem to be a little singular that the gymnasium is more popular with the girls than with the boys. It is perfectly natural, however, that it should be so. A boy's freedom is unlimited out of doors; no girl's is. The gymnasium is to a girl what all outdoors is to a boy.

The question may be asked, how it is that such a conservative old town as Jamacia can tolerate such a new-fangled idea as a gymnasium in a public school. The answer is simple enough: Because no one has tried to cram one down its throat. Pupils take the exercises or not. Any pupil is entirely excused if so desired by the parents: also, the exercises are so arranged that lessons are interfered with but very little.

A STUDY OF "ROBERT OF LINCOLN,"

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,
Robert of Lincoln is telling his name:
Bob o'-link, bob-o'-link,
Spink, spank, spink;
Snug and safe is that nest of ours,
Hidden among the summer flowers.
Chee, chee, chee.

Robert of Lincoln is gayly dressed,
Wearing a bright black wedding coat;
White are his shoulders and white his crest,
Hear him call in his merry note:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Look, what a nice new coat is mine,
Sure there was never a bird so fine.
Chee, chee, chee.

Robert of Lincoln's Quaker wife,
Pretty and quiet, with plain brown wings,
Passing at home a patient life,
Broods in the grass while her husband sings:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Brood, kind creature; you need not fear
Thieves and robbers while I am here.
Chee, chee, chee.

Modest and shy as a nun is she,
One weak chirp is her only note,
Braggart and prince of braggarts is he,
Pouring boasts from his little throat:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Never was I afraid of man;
Catch me, cowardly knaves, if you can.

—W. C. Bryant.

First Verse.—How does Robert swing? Describe his action.

Why is he merry?

Who is his little dame?

What is he telling? Why is he called Robert of Lincoln?

Where is he telling it? What is a mead?

Read the third and fourth lines with the word *all* before "over." Why is he doing this?

Why does he think his nest is snug and safe?

Why does the author use the words spink, spank, spink and chee, chee, chee?

Second Verse.—What else makes Robert merry?

How is he dressed? What other colors does he sometimes wear? Describe the bob-o-link's plumage?

Why is his coat called a wedding coat?

What is his crest?

What does he say about his dress?

Third Verse.—Why is Robert's wife called a Quaker? Why patient?

How does her lot differ from his?

What does Robert say to cheer her?

Could he do this?

Who rob birds' nests?

What animals do this? Which class of thieves deserves the greatest punishment? Why?

What is the difference between a thief and a robber?

Fourth Verse.—How do Robert and his wife differ in dress? In manner? In their talk?

What lines show this?

What is a braggart. Why is Robert one?

What is a prince? Why is he called the prince of braggarts?

What objection is there to boasting?

Define knaves.

Is the last line of this stanza a boast?

Why not?

For the School Journal.

HISTORICAL STORIES.

By C. W. Wilson.

PAUL JONES.

On the southern coast of Scotland, near the Firth of Solway, there lived a boy by the name of John Paul. He early had a passionate love for the sea, and at the age of twelve began his life as a sailor.

After many adventures he finally came to Virginia, just as the war was breaking out between England and the colonies, and for some unknown cause changed his name to Paul Jones.

His impulsive nature at once sympathized with the American cause, and, offering himself for service, he was commissioned as a lieutenant in the navy. He began his career with all the energy of his fiery nature.

It was his hand, so the story go, that raised the first American flag, and his gallant daring soon won him a captain's commission.

After several victories he was for a time inactive, in hopes of obtaining a better command. But his restless nature soon became impatient at the delay, and sailing with a single vessel to the British coast, he began his dashing exploits, swooping down, in his wild flight, on castle and town, he spread terror throughout England and Scotland.

Finally he obtained, through the assistance of France, the command of a squadron of five vessels, and started on his eventful cruise. His successes sprang up all over the seas, and in less than a month he had captured twenty-six vessels. But he achieved his greatest victory when his squadron fell in with an English fleet off the coast of Scotland. The fight was terrific, cannonade followed cannonade in the terrible struggle for mastery. It was when Jones' ship was already leaking and many of his men disabled, that all the grandeur of his persevering bravery broke out in the reply: "I have not yet begun to fight," when asked if he had "struck his colors," and bringing his vessel alongside of his antagonist, he lashed them together and gained the victory just as his vessel was ready to sink.

This contest won him the highest honor and admiration. The king of France presented him with a gold sword, and Congress ordered a medal to be awarded him for his bravery.

Not only did his victories have a great effect on the final event of the war, but they helped to rouse France to the assistance of the American cause, and awakened new hope within the Americans themselves.

At the close of the war he entered for a time in the service of Russia, and finally in 1792, at Paris, his life, restless as the sea he loved, found its quiet in death.

A METHOD FOR READING CLASSES.

By Prof. W. N. Hull, Cedar Falls, Iowa.

Quietly spoken words are better than bell signals. 1. Preparation to come out. 2. Rise and stand in the aisles. 3. March to recitation seat and stand. Books aside. 4. Exercises. Bowing, drop the eyes to the floor at the feet; positions of body, feet, arms, hands, eyes, head, etc.; breathing, abdominal, pectoral, clavicular; vocal exercises in concert, pronunciation of the words of the lesson in reverse order; building up the expression of thought, etc. 5. Class sits. 6. Individuals rise and read as they are called on promiscuously. 7. Blackboard exercises. Let lines be previously made upon the blackboard and numbered. After a pupil has read, let him lay his book aside, and, stepping to the board, write the sentence from the lesson the teacher may dictate. While he is writing, another reads, and when both are done, they change places. The last five minutes are occupied in criticising and correcting the blackboard work. Advantages of the blackboard exercise: It keeps pupils profitably employed who would be inclined to idleness or mischief after they have read; it secures correct spelling, capitalization, punctuation, and use of all marks; it improves the writing. The class may vote on the best writing, and the teacher star it. It cultivates habits of observation and criticism; it strengthens the memory; it creates a healthful rivalry. 8. Assign the next lesson. 9. Dismiss.

ARITHMETICAL HEALTH-LIFTING.

By Rev. S. W. Powell, Brooklyn, N. Y.

No. V.

[In former articles Mr. Powell has detailed his method of securing very rapid and accurate work in mental arithmetic. Beginning with the youngest pupils, he adapted the length and character of his drills to the mental strength of the class, until the advanced classes were able to do such work as described in the following article.—Eds.]

For my *advanced class* I had a daily 30 minutes recitation in mental arithmetic. It met the first thing in the afternoon, and as soon as possible I got them to feel that it was a sort of impertinence for me to hear the class. They took turns in conducting the work of this half-hour, and although I took the helm once in a week or two, just to be sure that everything was kept ship shape, and to let them know that they hadn't outgrown me, they could, after getting fairly settled into the harness, do very well without me. They developed the "thews of Anakim" so rapidly that, unless I had by very severe private drill kept ahead of them, it would have been a rash thing to attempt to hear them. The town superintendent, who was a specialist in arithmetic and a great crony of mine (dear fellow, a Confederate sharpshooter picked him off before Atlanta four or five years later,) and who was himself teaching a district school a few miles away, visited us not long after this advanced class began to warm to their work. About two months after, he visited it again, and he told me that he could no more keep up with the flashing pace of the ten minutes' work with which this half-hour opened, than he could on foot keep up with a race-horse.

This exercise may be called

INTELLECTUAL REDUCTION OF FRACTIONS.

It goes thus: "If a thing is divided into 24 equal parts, one part is called $\frac{1}{24}$; 2, $\frac{2}{24}$, or $\frac{1}{12}$; 3, $\frac{3}{24}$, or $\frac{1}{8}$; 4, $\frac{4}{24}$, or $\frac{2}{24}$, or $\frac{1}{6}$; 6, $\frac{6}{24}$, or $\frac{3}{24}$, or $\frac{1}{4}$, or $\frac{1}{3}$; 8, $\frac{8}{24}$, or $\frac{4}{24}$, or $\frac{2}{24}$, or $\frac{1}{6}$, or $\frac{1}{5}$; 9, $\frac{9}{24}$, or $\frac{3}{24}$: 10, $\frac{10}{24}$, or $\frac{5}{24}$; 12, $\frac{12}{24}$, or $\frac{6}{24}$, or $\frac{4}{24}$, or $\frac{3}{24}$, or $\frac{2}{24}$, or $\frac{1}{12}$; 14, $\frac{14}{24}$, or $\frac{7}{24}$; 15, $\frac{15}{24}$, or $\frac{5}{24}$; 16, $\frac{16}{24}$, or $\frac{8}{24}$, or $\frac{4}{24}$, or $\frac{2}{24}$; 18, $\frac{18}{24}$, or $\frac{9}{24}$, or $\frac{6}{24}$, or $\frac{3}{24}$; 20, $\frac{20}{24}$, or $\frac{10}{24}$, or $\frac{5}{24}$; 21, $\frac{21}{24}$, or $\frac{7}{24}$; 22, $\frac{22}{24}$, or $\frac{11}{24}$; 24, $\frac{24}{24}$, or $\frac{12}{24}$, or $\frac{8}{24}$, or $\frac{6}{24}$, or $\frac{4}{24}$ or $\frac{3}{24}$, OR THE WHOLE.

The mental development aimed at in this exercise will perhaps be best attained by following out the following suggestions:

(1) After the class "get the hang" of it, let the exercise open with the simple question, "Who is ready to begin?" This means, "Who knows where we left off last time?" Some one who raises the hand is told to go on, and ordinarily is allowed to continue till the class detects a mistake. This is quite apt to happen, for (2), Just as in gymnastics one is trained to make no useless motions or efforts, so in this exercise, *the reduction of fractions whose numerators and demoninators have no common divisor, should not be attempted.* $\frac{1}{24}$ cannot be reduced to lower terms, and therefore after $\frac{1}{24}$ is reduced $\frac{1}{24}$ should be left out, and $\frac{2}{24}$ taken in hand. To say anything about $\frac{1}{24}$ counts as an error.

(3) *Reductions should be only in the order of the Common Divisors by which they are effected, those Divisors being arranged serially beginning with the least.* E.g., take $\frac{6}{24}$. The divisors thus arranged are 2, 3, 4, 6, 8 and 12. Reducing $\frac{6}{24}$ by 2 we get $\frac{3}{12}$. Reducing $\frac{3}{12}$ by 3 we get $\frac{1}{4}$. One is apt to reduce from the last fraction obtained, instead of from the original one. In that case intermediate reductions will be skipped. E.g., you cannot get $\frac{1}{4}$ directly from $\frac{3}{12}$, and if you do not go back to the $\frac{6}{24}$ for *each* reduction, these intermediate fractions will be left out. Such omission should count as an error, entitling some one who detects it to go on.

After the numbers get up to 36 the chances for leaving out something increase rapidly. E.g., when reducing forty-seconds, after $\frac{4}{40}$ one is apt to skip $\frac{8}{40}$ and go on to $\frac{5}{40}$, forgetting that 39 and 42 have the common divisor 3, which gives $\frac{13}{40}$.

(4) It helps to keep up the interest to stop sharp on time and the next exercise should begin where the last left off without information from the conductor as to the place to begin. E.g., if the ten minutes are up when $\frac{4}{24}$ is reached, stop short, and the one who begins the exercise next time should begin at $\frac{4}{24}$ as $\frac{1}{24}$ cannot be reduced lower.

(5) *All redundant words should be left out.* E.g., the words, "are called parts," need not be repeated after their first mention when the reduction of a series of fractions with a new denominator is begun, e. g., after twenty-fourths are finished, these words should be mentioned once only in beginning twenty fifths. It will be noticed in the example given of the reduction of twenty-fourths that a comma takes the place of these words after the first use of them in the formula, "If a thing be divided into 24 equal parts, one *part is called* $\frac{1}{24}$." It would be an error to say "2 *parts are called* $\frac{2}{24}$." All that is necessary is to say, "2, $\frac{2}{24}$," etc. A slight pause should be made at the comma after 2, and the word "two" should have the *rising* inflection, because the sense is not yet complete. *Each semicolon* in the specimen exercise on twenty-fourths should be preceded by the *falling* inflection.

I am confident that when this exercise is used till a class get to understand it, it will be a source of great interest and profit. It helps to the habit of doing things with all the might, and when that is gained it will not commonly be necessary to take books home from school. In six hours of the right sort of work pupils will do all they ought to do. To train them to take more time is to run the risk of injury, either by begetting a listless, dawdling, loose-jointed habit of mind, or else by over-tasking the nervous system.

TABLE TALK.

Here is an encouraging letter from an old reader. We print it just as received:

"Will you allow me a word in regard to the JOURNAL. I have six educational papers, and I am engaged in no flattery when I say that from it I obtain more practical help than from the others combined. I think, in fact, I know that much of the success it obtained in my school last year was due to ideas and suggestions contained in your valuable paper.

"We have all the things needed in our professional training. What we need now is the result of practical and experimental work already tried in the schoolroom. I hope you will continue your work in the same practical line, and in time much good must of necessity be accomplished.

"Much has been said about the doing away with examinations as a test for the basis for promotions. During the present year I intend to omit examinations as such, but by an irregular series of written reviews to see if I can reach more satisfactory results than have been obtained by regular examinations. What do you think of such a plan? If all teachers were perfectly honest there would be no need of any examinations, but it is true that some, by their partiality, report pupils for promotion who are not fit for it, hence the principal of a school must have some way of reaching a conclusion independently of teachers. I wish some substitutes for examinations might be mentioned in the JOURNAL. C. C. Z."

We have something just in the line of C. C. Z.'s request. It will appear as soon as possible.

* * *

One of the oldest, most eminent, and successful laborers in the field of the new education writes concerning the JOURNAL: "I am very much pleased with it." This encourages us very much.

* * *

Here are a few letters which have interested us, and we believe will interest our readers:

"Yes, continue the JOURNAL. I am not teaching just now, and thought I would economize a dollar and take the INSTITUTE, but I should miss the weekly visits of the JOURNAL, and I need it too. The longer I teach the more do I feel the need of all the help I can get. I enjoy the paper, and not least, the short, pithy editorials; and that you may not think *me* a "Bog," will say that I often feel like responding, but have refrained for fear I might be a bore, and I think a "bore" worse than a "bog." If I could only express, so as to impress what I feel on the subject of dealing with the "little ones," I should consider myself well paid.

"I *love* little children, and to me their beaming faces are a real benediction. The highest compliment I ever received was from a visitor, who said of my school, '*They all seemed so busy and so happy.*' L."

* * *

The following from a Massachusetts teacher presents a thought teachers should entertain frequently, and especially just at the opening of the year, when laying out their plans for work:

"How vast, almost fearful, is the responsibility of the teacher! I often wonder if the young girls, fresh from school, ready to step into the untried fields, realize, as they should, the immeasurable outlook, the infinite possibilities wrapped in the little soul before them; if they ever consider the extent of their influence in moulding character, or ponder the answer they might make to the question (should it ever confront them): 'Is it *well* with the child?"

The following letters we publish just as received, in order to show our readers what some teachers do:

Inclosed you will find a very ancient-looking letter, though it is not very old, as you will see from the date. It was written by a teacher to a girl of fifteen years, who, as it was reported, had told her friends that the teacher had kept her standing for one hour and twenty minutes. The teacher claimed that the time was not so long, and, on receiving the report through the school children, writes to the girl the enclosed note. Now, under the circumstances, do you think the teacher was justifiable in using such language? Do you think she would be justifiable under any circumstances? Do you think that such a person should be allowed to teach?

J. H. M.

MARCH 10, 1884.

MISS MAY BLANK:—Madam, I understand that you told your grandmother that I kept you standing up here one hour and twenty minutes. May, you *know* that that is a *willful, flat-footed lie.* You *know* you were not up here half that long. You *know* that you were only up here till you partly worked and partly explained one problem. Now I would thank you to either keep the truth on your side, or, keep your lying mouth shut.

Your teacher,

Here is surely a singular letter. This teacher is gifted with the use of emphatic language, and we can imagine how she could *talk* if she were provoked. If her deliberate writing is like this, what must her unpremeditated words be? If there are many such teachers in the schools of the state in which this teacher lives, we pity the rising generation. Once in a while the curtain rises and we are able to see just what kind of teachers are in charge of some schools. May the time speedily come when all such educational "sticks" shall be banished to the region of obscurity where they belong.

READING CIRCLE.

The Reading Circle of Kansas starts off with a strong list of officers. The State Directors with post-office address are:

H. C. Speer, Topeka; J. H. Canfield, Lawrence; A. R. Taylor, Emporia; J. H. Lawhead, Topeka; F. A. Fitzpatrick, Leavenworth.

These Directors ask the secretaries "to report at once upon organization, and the names and post-office address of original members. Send to H. C. Speer, Topeka, Kansas. There ought to be a Circle of fifty members in each county.

The *American Journal of Education* says that ex-Supt. Speer of Kansas, made the hit among the speeches of the evening on the Reading Circles at the National Educational Association. He said that Kansas teachers were always hungry, and almost always thirsty. Their course was to be adapted to the wants of all classes of teachers, and to go a step beyond any of the other courses, by providing a course for the pupils of the schools.

The Reading Circle of Texas promises to do much, not only for their teachers, but for the older pupils. They say:

"We shall do much to stop the malign influence of the cheap, low-down novels on the children, by interesting them in better books and better papers."

You can join the Reading Circle at any time. It is never to late to begin in a good cause. When you commence stick to it. These back-sliders never amount to much. A few minutes each day, and a little of General Grant's pluck and perseverance will carry one a long distance, and over a great many imaginary as well as real mountains. The fact is, the lions we dread are not as large or fierce as the real lions we meet.

C. E. Harvey has informed us that a reading circle of twenty-six members, auxiliary to the Kansas State Reading Circle, has been organized in Mitchell Co. Meetings are to be held monthly in connection with the County Teachers' Association. Arrangements are being made for sectional meetings to be held semi-monthly, and perhaps weekly, in the different parts of the county. All are enthusiastic, and they expect a large increase in he membership soon, being certain that much good will be accomplished by this organization.

OUTLINES OF PAGE'S THEORY AND PRACTICE OF TEACHING.

PAGES 9-38.

1. Our debt of gratitude to the Christian religion. Religion as opposed to sectarianism. 2. How much and what of religion may be taught? In what ways may it be inculcated? 3. The danger of cultivating a spirit of skepticism. 4. A high standard for the teacher. What teachers have nothing to fear from their responsibility as to religious influence. The lesson of the prison.

GOD help us to realize that there *is* something else to be accomplished in our school rooms besides intellectual acquirements and mental discipline.—EVA D. KELLOGG.

OA, thank God, all who see it, for that older fashion yet, of immortality. And look upon us, angels of young children, with regards not quite estranged, when the swift river bears us to the ocean.—DICKENS.—*N. W. Journal of Education.*

FOR THE SCHOLARS.

FOR THE SCHOOL JOURNAL.

SHAKESPEARIAN MEDLEY.

MISS ISABEL LAWRENCE, STATE NORMAL SCHOOL, ST. CLOUD, MINN.

Antolychus enters, singing, "Jog on, jog on, the foot-path way. Then facing the audience, sings the pedler's song.

For words, see Winter's Tale. Antolychus has a shelf hung from his neck, on which a mask, pincushions and bright bits of ribbon, cloth, etc. are arranged.

ACT I. SCENE I.

From the "Tempest." Enter Prospero and Ariel-Prospero in long gray Spanish cloak, with silver belt and chain, and a staff covered with silver paper.

Ariel with short jacket of bright colors, with points and short sleeves, and large butterfly wings made of pasteboard gayly painted, long white stockings.

Scene in which Ariel describes the tempest he has raised follows in the words of Shakespeare, with occasionally an omission.

When Ariel departs and returns as a sea-nymph, his wings are removed and a few yards of sea green tarleton are wrapped round him. This is fastened with pieces of coral and decorated with shells. A wreath of paper simulating sea-weed, ornamented with coral, is on his head, and he holds a large pink sea fan in his hand, and fans himself simperingly as he enters.

SCENE II.

Ferdinand. Any rich Spanish costume, blue and silver preferred.

Ferdinand listens to Ariel's songs which are sung behind the scenes. "Come unto the yellow sands" and recites "Where should this music be, etc."

Ariel sings "Full fathom five, thy father lies," &c.

Ferdinand—

"The ditty doth remember my drown'd father.
This is no mortal business, nor no sound that
the earth owes.
I hear it now above the me——"

(Ariel, behind the scenes, repeats first song.)

ACT I. SCENE III.

Prospero and Ariel. Ariel enters singing—

"Where the bee sucks, there suck I," etc.

Prospero—"Why that's my dainty Ariel. I shall miss thee.
But yet thou shalt have freedom; so, so, so—
To the king's ship, invisible as thou art:
There shalt thou find the mariners asleep
Under the hatches; the master and the boatswa in
Being awake, enforce them to this place,
And presently, I prithee."

Ariel—"I drink the air before me, and return,
Or ere your pulse twice beat."

Prospero—"Aye, with a twink."

Ariel—"Before you can say, 'Come and go,'
And breathe twice, and cry, 'So, so,'
Each one, tripping on his toe,
Will be here with mop and mowe.
Do you love me, master? No?"

Prospero—"Dearly, my delicate Ariel,
Thou shalt be free."

END OF ACT I.

Antolychus appears between the acts in front of the curtain, and sings—

"When I was a little tiny boy,
With hey ho, the wind and the rain," etc.

Three verses being selected from the song in "Twelfth Night," and the verse sung by King Lear's fool added.

ACT II.—FROM MACBETH.

A witches' cauldron hung from poles. Three witches with black dresses, peaked hats, recite in a sing-song, as they dance round the cauldron, throwing in something resembling the "tongue of dog," etc., as they recite:

1st Witch—"Thrice the brindled cat hath mew'd!"

2d Witch—"Thrice and once the hedge pig whined," etc.

Much of this passage in Shakespeare should be omitted as not in good taste here; but enough may be retained to keep the weird tone of the selection.

Between Acts II. and III. Antolychus again appears in front of curtain and sings:

"When daffodillies begin to bloom,
With heigh the doxy over the dale,

O, then comes in the sweet o' the year," etc.
See "Winter's Tale" for words.

ACT III.—FROM "MIDSUMMER NIGHT'S DREAM."

Puck—in pink, with tall pink feather. The fairies in pure white, with wands tipped with silver stars.

A raised bank on stage—green, with flowers strewn over it for Titania to recline upon.

First fairy has a long stem of cowslips, made from paper or cloth. Enter first fairy and Puck, from opposite sides.

Puck—"How now, spirit—whither wander you?"

First Fairy (with appropriate gestures)—

"Over hill and dale,
Through bush," etc.

Conversation continues, omitting all allusions to Oberon, and ends by the appearance of Titania with the fairies. Almost any number of fairies can appear.

Titania—"Come, now, a roundel and a fairy song," etc.

The fairies then pass round the banks on which Titania has thrown herself, and sing—with solos and chorus.

"You spotted snakes, with double tongue," etc.

A Fairy—"Hence, away now all is well.
One aloof stand sentinel."

Fairies pass off.

The play closes with a general tableau.

Ariel, Prospero and Ferdinand on the right. The witches on the left. The fairies with their queen and Puck in the fore ground.

One fairy steps foward and recites the epilogue from Midsummers Night's Dream."

"If we shadows have offended,
Think but this and all is mended,
That you have but slumbered here
When these shadows did appear,
And this weak and idle theme
No more yielding but a dream.
Gentles, do not reprehend,
If you pardon, we will mend."

DECLAMATIONS FROM SHAKESPEARE.

BRUTUS' DEFENCE.

Romans, countrymen, and lovers: hear me for my cause, and be silent that you may hear; believe me for mine honor, and have respect to mine honor, that you may believe; censure me in your wisdom, and awake your senses, that you may the better judge. If there be any in this assembly, any dear friend of Cæsar's, to him I say that Brutus' love to Cæsar was no less than his. If then that friend demand why Brutus rose against Cæsar, this is my answer: Not that I loved Cæsar less, but that I loved Rome more. Had you rather that Cæsar were living, and die all slaves, than that Cæsar were dead, to live all free men? As Cæsar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valient, I honor him; but as he was ambitious, I slew him. There are tears for his love; joy for his fortune; honor for his valor; and death for his ambition. Who is here so base that would be a bondsman? If any speak; for him have I offended. Who is here so rude that would not be a Roman? If any speak; for him have I offended. Who is here so vile that will not love his country? If any speak; for him have I offended. I pause for a reply.

ANTHONY'S FUNERAL ORATION.

I came to bury Cæsar, not to praise him.
The evils that men do lives after them.
The good is oft interred with their bones;
So let it be with Cæsar. The noble Brutus
Hath told you Cæsar was ambitious.
If it were, so it was a grevious fault—
And greviously hath Cæsar answered it.
Here under leave of Brutus and the rest,—
For Brutus is an honorable man;
So are they all, all honorable men,—
Come I to speak in Cæsar's funeral.
He was my friend, faithful and just to me.
But Brutus says he was ambitious;
And Brutus is an honorable man.
He hath brought many captives home to Rome,
Whose ransom did the general coffers fill:
Did this in Cæsar seem ambitious?
When that the poor have cried, Cæsar hath wept:
Ambition should be made of sterner stuff.
Yet Brutus says he was ambitious;
And Brutus is an honorable man.
You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse. Was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honorable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause;
What cause withholds you, then, to mourn for him?
O judgment, thou art fled to brutish beasts,
And men have lost their reason!—Bear with me;
My heart is in the coffin there with Cæsar,
And I must pause till it come back to me.

GOLDEN THOUGHTS FOR AUTUMN.

The summer's golden sails are furled,
And sadly falls the autumn rain.
—CELIA THAXTER.

The lands are lit
With all the autumn blaze of Golden Rod;
And everywhere the Purple Asters nod
And bend and wave and flit.
—HELEN HUNT.

Autumn's sighing,
Moaning, dying;
Clouds are flying
On like steeds;
While their shadows
O'er the meadows
Walk like widows
Deck'd in weeds.
—THOMAS BUCHANAN READ.

And the great sun
Looked with eyes of love through the golden vapors around him;
While arrayed in its robes of russet, and scarlet, and yellow,
Bright with the sheen of the dew, each glittering tree of the forest
Flashed like the plane-tree the Persian adorned with mantles and jewels. —LONGFELLOW.

The wind moans in the wood,
The leaf drops from the tree;
The cold rain falls on the graves of the good,
The cold Mist comes up from the sea.
—BYRON F. WILSON.

* * *

THE MOON.

I with borrowed silver shine.
What you see is none of mine.
First I show you but a quarter,
Like the bow that guards the Tartar;
Then the half and then the whole,
Ever dancing round the pole.
* * * *
And after all, I chiefly owe
My beauty to the shades below;
Most wondrous forms you see me wear,
A man, a woman, lion, bear,
A fish, a fowl, a cloud, a field,
All figures heaven or earth can yield;
Like Daphne sometimes in a tree,
Yet am not one of all you see.

LIVE QUESTIONS.

Act in the living Present! The things of to-day are interesting; The past is gone; the future has not yet come!

1. Where is alum found in large quantities?
2. Where do the cold waves start from?
3. What state has the greatest number of miles of railroad?
4. What causes glaciers and avalanches?
5. Where is the sinking mountain?
6. How did a person who listens to what is not intended for him to hear, come to be called an "eavesdropper"?

FOR THE SCHOOL JOURNAL.

LIVE ANSWERS.

1. The managing editor of the *New York Herald* is the Rev. Dr. Geo. H. Hepworth, for many years a pastor in this city, and recently in charge of a Congregational Church in Newark, N. J.

2. The largest deposit of salt in this country is in and near the Genesee Valley, New York.

3. There is a mountain in Alaska from which smoke and steam is frequently seen to issue. Its name is not announced. It is not Mount Elias.

4. Gladstone of England is the oldest living statesman.

5. Walt Whitman is a distinguished poet of the United States whose works are not read to any extent, anywhere.

6. In the ordinary sense in which the words "store up" are used it is not possible to keep electricity. "Storage batteries" are *genuine* batteries.

THE THINGS OF TO-DAY.

The government at Brussels is preparing to send paupers as colonists to the Congo country, provision being made to aid them in settling.

Germany will probably accept the offer of a naval coaling station, liberty to trade, and right of navigation among the Caroline Islands as a basis of settlement of the Caroline dispute. This settlement will be made without referring the matter to an arbiter.

The Sultan has been called for several years the "sick man," because his power has been growing so much weaker. Just now Russia wants some of his territory, and Turkey is powerless to resist. Her last war took from her more than half of all she held in Europe, and nearly one-half of her subjects. She is afraid to enter upon another war lest she should lose the other half. Russia wants Roumelia in addition to Bulgaria. This country is already so thoroughly Russian in sympathy and influence, partly through gratitude for the country that gave it freedom and partly through material interests and intercourse, that the addition of Roumelia to it would be only less than an equal addition to Russia's own territory. Where is Bulgaria?

A new kind of locomotive is on trial in New York City. It is an electric *motor*. Every night after the trains on the Ninth Avenue elevated railroad have stopped running the motor glides silently from the switch to the main track with an occasional lightning-like flash. The inventor is busy with the motor all night testing its powers, and the peculiar phases that have developed in applying this system to an elevated roadway. With the first flush of morning the motor glides back to its position on the switch and assumes its white mantle for the day.

Last week four cars making the regular train that is used on the elevated roads was attached to the motor. In the first experiments only one car was used. Two cars were subsequently tried, and these having moved satisfactorily the trial with four cars was made. The result was fully as successful as with three cars. The train does not start with a jerk as when a steam engine is used, but the instant the electric current is turned on the motor and the train begin to move in a smooth gliding motion. The time will probably soon come when all locomotives will be moved by electricity, and not by steam.

The President is fairly and squarely in favor of Civil Service Reform. There can be no doubt about this. His policy is not indefinite or doubtful, and every honest citizen should applaud him for his consistency. Party politics ought to rise above petty jealousy and applaud honesty wherever seen and found, even though it be in an enemy. In a recent letter, accepting the resignation of Mr. Eaton, Chairman of the Civil Service Commission, he says:

"I believe in Civil Service Reform, and its application in the most practicable form attainable, among other reasons, because it opens the door to the rich and the poor alike to a participation in placeholding. And I hope the time is at hand when all our people will see the advantage of a reliance for such an opportunity upon merit and fitness, instead of a dependence upon the caprice of selfish interest of those who impudently stand between the people and the machinery of their Government. In the one case, a reasonable intelligence and the education which is freely furnished or forced upon the youth of our land, are the credentials to office; in the other, the way is found in favor secured by a participation in partisan work often unfitting a person morally, if not mentally and physically, for the responsibilities and duties of public employment."

EDUCATIONAL CALENDER FOR OCTOBER.

BY N. O. WILHELM.

Oct. 1, 1799.—Rufus Choate born; eminent American lawyer and statesman; when Webster died was the leader of the Massachusetts bar.

Oct. 2, 1780.—Major Andre hung as a spy at Tappan, N. Y.

Oct. 3, 1800.—Geo. Bancroft born; great American historian and statesman; wrote History of the United States; Secretary of Navy under Polk; founded the Naval Academy at Annapolis; Minister to Great Britain and later to Prussia, then Germany.

Oct. 4, 1787.—Guizot born; distinguished French statesman and historian; wrote "History of Civilization" and "History of France."

Oct. 5, 1703.—Jonathan Edwards born; American metaphysician. Also 1830, C. A. Arthur born; twenty-second President of United States.

Oct. 7, 1849.—Poe died; American poet; wrote "The Raven," "The Bells," "Annabel Lee," and numerous magazine articles and stories.

Oct. 8, 1793.—John Hancock died; signer of the Declaration of Independence; American statesman; President of Continental Congress; Governor of Massachusetts; was a general favorite; benefactor of Harvard College.

Oct. 9, 1547.—Cervantes born in Spain; author of "Don Quixote"; was wounded in the battle of Lepanto; carried as a slave to Algiers; was ransomed and returned to Madrid; wrote also "Moral Tales" and numerous plays.

Oct. 10, 1802.—Hugh Miller born; eminent Scottish geological writer; apprenticed himself to a stone-cutter, that he might have leisure to write; wrote the "Old Red Sand-stone," "Foot-prints of the Creator," etc.

HORSFORD'S ACID PHOSPHATE
FOR LEMONS OR LIME JUICE,
is a superior substitute, and its use is positively beneficial to health.

EDUCATIONAL NOTES.

COLORADO.

The Executive Committee of State Teachers' Association at a recent meeting, located the next session in Denver, and fixed the time, Dec. 29-31. At our last meeting the organization of a high school and college section was effected. This department will occupy a half day the afternoon of Dec. 30. The executive committee of the section will provide the program for the departmental meeting. By resolution the Executive Committee of the State Association was authorized to prepare a program for a rural school section, to meet at the same time that the college and high school people should have their session. The entire program will be issued early in October. Quite a number of counties held teachers' associations recently. State Supt. Cornell attended these meetings, adding vastly to their significance by his counsel, labors, and lectures. Elbert County reports a very enthusiastic meeting, held Sept. 10 and 11.

The Pittsburgh schools opened with a very large enrollment—over 23,000. The Legislature has empowered the Board of Education to establish industrial schools, and preliminary steps have been taken looking toward that end. The introduction of music as a regular study in the hands of the regular teacher is a success.

CONNECTICUT.

The Annual Report of the New Haven schools has appeared. Superintendent S. T. Dutton has spoken especially of the progress in training teachers, the work in history, and geography, penmanship, reading, and industrial training.

The annual meeting of the Connecticut Teachers' Association occurs this year at Hartford, Oct. 30. M. S. Crosby, of Waterbury, is President.

The John F. Slater Library at Jewett City, which was begun during the life of the philanthropist, was dedicated Sept. 19th. The building is thirty by forty-three feet in size, handsome, and well adapted for its purpose as a public library. The books are the gift of W. A. Slater, of Norwich.

NEW JERSEY.

At the last regular meeting of the Newark Board of Education a regular three years' course was laid out, it being the intention of the board to have a new grammar and high school course of study. The technical schools opened with fine prospects. The friends of the schools are invited to attend.

Rutger's College re-opened Sept. 16, with fine prospects. Prof. Edgar Shumway takes the chair of Latin, and Lieut. J. T. Honeycut, instructor in mathematics at West Point, is to take charge of the military department.

Early in September committees of the principals were appointed to meet with the superintendents, both in Newark and Paterson, for the purpose of arranging courses of reading, and organizing reading circles for teachers. On the 26th some gentlemen from these two cities, representing the two committees, met in the superintendent's office in Newark for consultation, and decided to call a meeting of superintendents and principals from all the counties in New Jersey to meet in Newark High School, Oct. 24, to organize a New Jersey State Teachers' Reading Circle. So much interest was manifested in the movement, that it is safe to predict that New Jersey will very soon move forward in the direction of higher and broader culture and education.

The gentlemen present were Supt. C. E. Meleney, and Principals Wm. J. Corse and Wm. H. Bang, of Paterson; Supt. W. N. Baninger, and Principals B. G. Gregory, W. M. Giffin, and Jos. Clark, of Newark. Circulars of initiation are being sent to all County and City Superintendents in the State. It is hoped that in this way all the Public School Principals in New Jersey will be reached. Should any not receive circulars, this notice may be considered as an invitation.

C. E. MELENEY.

MINNESOTA.

A very pleasant reunion was lately held at the Winona State Normal School, for the purpose of cementing more strongly the friendship between the graduates. A hearty address of welcome was delivered by Dr. Wm. F. Phelps. He said that the cause of normal schools has steadily won its way until the Legislature, in its liberality, at its last session provided for a fourth normal school, which will, in a few years, be sending out its teachers from the banks of the Red River of the North.

Gen. C. H. Berry, the resident director, welcomed the graduates on behalf of the Normal School Board. He spoke of the changes that time had already wrought, but the work of the principals and teachers will be remembered with the respect due to them, and when they have left the stage their works will follow them.

Chas. A. Morey, Esq., paid a feeling tribute to the absent ones and to the dead, recalling especially the valuable services of Mrs. Cooley, who for so many years had charge of the music.

President Shepard read a very pleasant letter from a lady now married and living in Oneida County, New York—a Miss Cherry—when she attended the school some twelve or fifteen years ago. She wrote in warm terms of her love for "the dear old Normal," and of the help that its methods had been to her in a varied experience.

Rev. Joseph Hall, of the fourth class, February, 1869, now at Stockton, Minnesota, spoke of the early days of the institution, when its session was held in what is now the Library Building on Fourth Street. Time had wrought many changes, but the influence of the normal schools had continued for good.

Herbert O. Lord, Esq., of Anoka, class of '79, said that it was some fifteen years since he first entered the normal school. Since he had left the institution he had traveled over Minnesota and Dakota considerably, and whenever he encountered the graduates or undergraduates of the normal school he was impressed with their loyalty to the institution. If it should ever need their help in the future there were 600 graduates and about 3,000 undergraduates who would rally to its support.

J. B. Smith, of Hudson, Wis., class of '75, speaking especially of the days when he was in the school under Prof. Phelps, in recalling this and that graduate, since then he had observed that the discipline of the normal school had helped each one in their duties. He related one instance of a graduate, now a farmer on an extensive scale, who acknowledged that his success in farming was due to carrying out the discipline that he had learned at the normal school.

Wednesday evening a banquet was held, at which the graduates dissipated in toasts, speeches, and music.

MICHIGAN.

The Lapeer Couty teachers held their Association at Lapeer the 26th.

NORTH CAROLINA.

A training school for teachers was opened at Charlotte, Sept. 16. Supt. Mitchell addressed the class of eighteen young ladies, and was followed by Mrs. E. D. Kellogg, who is to have charge of the school. Good things may be looked for from this point.

NEW YORK.

The Onondago County Teachers' Institute was held at Skeneateles, Sept. 14-18, under charge of Commissioners A. J. Jaqueth, E. B. Knapp, and H. D. Nottingham, and conducted by Dr. John H. French of Rochester, and Prof. R. E. Post of Ithaca. Dr. French sketched the character and work of teachers' Institutes, the first of which was held at Ithaca in April, 1843, gave instruction in written work, general methods of teaching and school laws, and an evening lecture upon the "Wonders of the Living World, or Animate Life." Prof. Post treated the subject of "Literature," "The Development Faculties of the Child," and "Reading," and gave an evening lecture entitled, "An Hour with Tennyson."

The next meeting of the Rensselaer County Teachers' Institute will be held at Hoosick Falls, Oct. 19. Prof. John H. French will be the conductor, and C. T. Pooler the assistant.

The schools of Utica opened the 7th with 144 teachers. Supt. McMillan enters upon his nineteenth year as superintendent, and twenty-ninth in the schools of the city. The grade of the ward schools has been raised a year, because the Advanced School could not accommodate the large number promoted as in former years.

The schools of Dunkirk, Chautauqua County, are making great progress under the superintendency of Prof. J. W. Babcock. During the recent vacation a working laboratory has been fitted up for the pupils in chemistry and physics. It has a cement floor, steam heaters, gas, blackboards, sink with water, work tables, and cupboards. Here the pupils can work out the experiments in Elliott and Storr's "Manual of Chemistry," and Gage's "Elements of Physics." From the length of time given these subjects this will be about all the personal work the pupils will have the time for, but it is quite a long step in advance of what has been previously done in these classes.

With a very few exceptions the same instructors that made the Normal School of Methods at Saratoga last summer such a success, will be retained next year. The list of these is given below in order that anyone wishing further particulars in regard to either the past summer's work or that intended for next summer may address any of these persons:

Pedagogics—Prof. W. H. Payne, University of Michigan.

Methods in Music—H. E. Holt, Instructor of Music, Boston.

Psychology in its Application to Teaching—Thomas M. Balliett, Cook County Normal School, Ill.

Methods in Language—Robert C. Metcalf, Supervisor Public Schools, Boston; Miss M. S. Cooper, Oswego Normal School; C. F. Carroll, Principal Connecticut Normal School; Miss H. A. Page and Miss H. A. Luddington, Connecticut Normal School.

Methods in History—L. W. Anderson, Professor History, English High School, Boston; Miss M. D. Sheldon, Oswego Normal School; Walter S. Parker, Master Bennett School, Boston.

Elementary Methods—N. A. Calkins, Superintendent of Schools, New York; Miss H. A. Luddington and Miss H. A. Page, Connecticut Normal School; Miss S. M. Cate, formerly of New Hampshire Normal School.

Methods in Aritnmetic—C. C. Rounds, Principal New Hampshire Normal School; Miss Iola Rounds, Buffalo Normal School; Miss H. A. Page and Prof. C. F. Adams, State Normal School, Worcester, Mass.

Methods in Geography—Chas. F. King, Lewis School, Boston; Prof. C. F. Adams, Miss S. M. Cate, formerly New Hampshire Normal.

Methods in Penmanship—Edwin Shepard, Principal Grammar School, Newark, N. J.; G. E. Nichols, Principal Highland School, Somerville, Mass.

Methods in Drawing—Walter S. Perry, Supervisor of Drawing, Worcester, Mass.

OHIO.

The Cuyahoga County Teachers' Institute, at Bedford, was well attended. Dr. Nelson gave valuable instruction on primary work and physiology, and an interesting evening lecture on "A Journey to the Centre of the Earth." Prof. Burns discussed English Literature and the Reading Circle, and gave a very entertaining talk upon the Constitution of the United States, and an evening lecture on "The Well Springs of English." Supt. Hinsdale of Cleveland was present, and entertained the association with an instructive half-hour's talk.

PENNSYLVANIA.

The Potter County Teachers' Institute began at Ulysses, Sept. 28, with Profs. T. M. Balliet, W. I. Marshall, and C. B. McDowell as instructors. One feature of the weeks' work was daily class drills, conducted by Prof. A. J. Evans of the Ulysses Graded School.

Prof. Thomas M. Balliet's many friends in Pennsylvania are delighted to know that he has accepted the superintendency of the city schools of Reading.

The teachers' Institute of Green County will be held Oct. 5-9. Supt. James M. Coughlin, of Luzerne County, and Prof. J. Elliot Ross, of Scranton, are to be among the lecturers.

Miss Jean Woods, of Cumberland County, has been appointed first assistant principal of the West Pittston High School.

James J. Bevan, of Banks, has received an appointment as principal of one of the Mauch Chunk graded schools.

Edwardsville, the new borough recently formed at Kingston, opened their schools Sept. 7, with the following corps of teachers: High School, Will S. Monroe, borough principal; Grammar School, James D. Husted; Intermediate, Miss B. Adelia McCormic; A Primary, Miss Anna V. MacCulloch; B Primary, Miss Emily B. Park.

E. M. Baxter, one of Pennsylvania's most earnest, enthusiastic, and worthy teachers, will teach at Plymouth the coming year.

A law was passed by the recent Legislature which prohibits boys under fourteen years of age working inside the mines, and boys under twelve years working in the coal breakers. This act has filled the primary and intermediate schools, and boards of directors have been compelled to employ an increased number of teachers to meet the demand.

WILL S. MONROE.

PERSONAL.

ELAINE GOODALE, the poet, who has been at Gen. Armstrong's Hampton Institute for two or three years as teacher and as editor of the Indian department of the *Southern Workman*, is going to Nebraska and Dakota to study the social and educational needs and possibilities of the Indian at home.

SUPT. E. A. GULLION, of Carroll County, Ky., organized a "trustee day" during the session of the Institute, which was not only well attended by those officers, but at which they proceeded in a business-like way to call their body to order, discuss the needs of the schools under their charge, and pass resolutions for their improvement.

HON. A. D. WHITE, ex-President of Cornell University, has taken a long lease of his residence on the Campus, and will make Ithaca his home whenever he is not absent from this country.

PRESIDENT C. K. ADAMS has entered upon his duties at Ithaca. It is understood that he will carry out the views and policy of ex-President White. The Cornell University will continue to prosper under the new administration, is evinced by the fact that the entering class is the largest admitted since the institution was opened, numbering nearly three hundred.

COMMISSIONER A. G. GENUNG, of the First District of Tompkins Co., N. Y., is doing a good work in the schools of his district. Evident improvement is manifest every year since he came into office. The county Institute, held recently under the instruction of Conductors Sanford and Pooler, was unusually successful and profitable. The number in attendance was considerably over two hundred. Nearly every teacher in the First Commission District was enrolled.

PROF. D. O. BAITO, New York, Principal of the Ithaca High School, is laboring successfully to bring that school to the front rank. Every seat in the new building is occupied. The number enrolled in the high school department now numbers two hundred and thirty-eight.

PROF. J. L. HURLBURT, of Lime Rock, Conn., has been doing excellent Institute work in Western Connecticut during the past two weeks. His treatment of arithmetic and geography is very interesting and practical. He is also an accomplished elocutionist, and has done excellent service in that line. Secretary Hine says his instruction has made an impression which has resulted in better teaching.

NEW YORK CITY.

The Board of Education has $75,000 for distribution among primary teachers this year. It has been well said that primary teachers receive an inadequate compensation in comparison with the teachers in grammar schools. Their work is just as hard an exacting, and it requires a combination of moral, mental, and physical qualities not easily found in one person. The primary teacher meets the child as he first emerges from the safeguards of home. She becomes his guide and his oracle, and takes the mother's place in a most important part of his training, and at an age when he is most open to impressions. To fill such a place properly requires more than mere book learning or normal school training can give. It requires experience in managing children, aided and supplemented by a genuine love for them. No doubt grammar school teachers need the same qualifications, but not in such a degree as the others.

Notwithstanding these facts, the salaries of primary teachers are lower than those of grammar school teachers, and always have been. There is no inducement for a teacher, especially well fitted for training little children, to remain in that work, and there is every inducement for her to leave it and take a higher grade as soon as she can secure another position.

Realizing, then, the difficulty and importance of primary work and the comparative insufficiency of the salaries paid for it, the Board of Education last year asked for $75,000 as a fund to be portioned out among the primary teachers of the city, as additional compensation for past services, and their request was granted by the Board of Estimate and Apportionment.

What now remains for the board, is to devise some plan of dividing the money. By the terms of the resolution asking for this money, the commissioners bound themselves to apportion it according to length of service; but within that limit they may make what disposition of it they please. They may give it all to those who have been in the service twenty years or ten years, or they may adopt a graduated scale of some sort, which would be fairer and more satisfactory.

The distribution will not be entirely satisfactory to everybody, of course. Some must be disappointed, and the uptown teachers ought not to be jealous of those in the older schools if the latter receive the greater portion of the award. Most of them have been in the service longer, and are better entitled to any arrears of salary that may be available. Whatever plan is adopted will no doubt be carefully considered by the board, and ought to be accepted with a good grace by the teachers directly interested.

Now the vacation is over and 223 schools—primary and grammar—under the direct control of the Board of Education, assisted by the City Superintendent, Assistant Superintendents, Trustees, and Visitors, are in running order.

The school on Houston Street is not re-opened, as the improvements in progress there have not been completed. The new grammar school in Seventieth Street will be completed shortly, and that and the Houston Street school will open about the same time.

About 133,500 scholars are now enrolled. This number is about 4,000 in excess of the same time last year. The number of teachers and principals employed exceeds 3,270, and others will be engaged for the two schools mentioned. During vacation most of the school buildings were thoroughly renovated. There are at least ten thousand children of school age more than could be seated in our school buildings if they should all attend.

LETTERS.

Here is a morsel clipped from my experience during one of these warm September days. Its being such a happy little bit, decided me to relate it for the benefit of some who are inclined to think it a great mistake under any circumstances to depart from the regular plan of lessons.

Such a very warm afternoon, and about forty little children, whose energies seemed to be disappearing in inverse ratio to the amount of perspiration covering little hands and brows. The pencils of the little people were wandering listlessly into wrong spaces and corners; the more daring of these baby spirits seemed bending mischief-ward and the reading class refused to be interested in the remarks of "Harry" and "Ben," when lo—an organ-grinder struck up! Then were signs of life! The dullest little faces brightened, and all bent attentive ears. Two little fellows giggled, and others seemed ready to keep them company. Discipline was in danger. Truly, "music hath charms"! Joyfully was the teacher's order of "pencils down," "fold the arms," and "let us listen" obeyed. Presently, when the man had gone, how full of life and sparkle the little ones were, as they showed the teacher how he "ground" the organ; (some of them grinding with both hands at once) and told what he did it for. Quite a number chose organ-grinding on the spot as their future occupation in life. Some even reproduced the air which we had heard (by request of course)! There was not a child who hadn't something to say until soon the bell rang for recess and the little ones went out from one of the most charming of language lessons entirely forgetting their previous heat and weariness.

New Jersey. MINNIE H. MCGEE.

In S. J., of July 11, p. 23, Col. 1, 3 ¶ from foot, I find this:—"In no other country of the world is the teacher so respected, honored, and rewarded, as in Prussia." On p. 105, Col. 3, 1st. ¶, of Sch. J., Aug. 29, this:—"The Prussian *Volksschulen* are over-crowed and the teachers under-paid. Pupils to the number of from 80 to 300 in charge of a single teacher, often a boy of 15 or 18. The pay of the teachers is wretchedly inadequate." The latter is the gist of Miss Kelly's letter. "Most of them (the Prussian teachers) are forced to seek outside employment to get enough to live on, etc. Who is right? What do you or your contributors know about this matter? E. D. S.

I wish to tell my pupils something about how men wrote in olden times. Please give me a few facts.

MIND.

[In the olden time men usually wrote on wax tablets, with a sharp-pointed instrument of metal, ivory, or bone, called a *style*. When they wished to write on parchment, they used a reed, pointed and cut so as to hold ink. These styles and reeds were carefully kept in cases, and the writers had a sponge, knife, and pumice stone, compasses for measuring, scissors for cutting, a puncheon to point out the beginning and the end of each line, a rule to draw and divide the lines into columns, a glass containing sand, and another with writing fluid. Reeds continued to be used till the eight century, though quills were known in the middle of the seventh. In 1433 a present of a bundle of quills was sent from Venice by a monk with a letter, in which he says: "Show this bundle to Brother Nicolas, that he may choose a quill." The composition and colors of the ink were various. The black was made of burnt ivory, and the liquor of the cuttle-fish. Red, purple, silver, and gold inks were also used. The red was made from vermillion and carmine, the purple from the murex, and the manufacture of these, especially the gold and silver varieties, was an extensive and lucrative business. B. R.]

How many teachers are there in the United States?

N. A. B.

[There are about 400,000 persons engaged in the instruction of 10,000,000 of the children and youth of the United States. The teachers outnumber the other learned professions united about two to one. H. A.]

In the last August number of the JOURNAL is an article on "How to Interest Parents," where the writer advises the teacher to visit the parents. This is good, and is generally attended with good results; but, with an average of over a hundred on the register, it is impracticable, if not impossible. Teachers are human, physically at least, and when the day's work is done, which is often not until 5 o'clock, there is little strength or inclination left for such visiting. But we need to know the parents and homes of our children for another and to me a more important reason—that we may better understand the children and know how to deal more justly by them.

I have learned to look with compassion and pity upon those who would be almost too disagreeable to love, had I not learned how little of anything lovely was ever found in their homes, and how much of real misery their little lives had known. But, though we cannot always visit their homes, I try to show the parents and the children that I take a personal interest in each child by seizing upon every opportunity to send the parents little notes. If a child is absent for even a half day I send a note inquiring the cause and expressing my regret. If I notice that a child does not seem well I send a note. If one comes insufficiently clad, I send a note to the mother if I know that it is from careless neglect; if because too poor to provide sufficient clothing, I sometimes go out on a begging expedition. If children come into school with feet soaking wet, as they often do, I send them home with a note to their mothers to put on dry stockings. If a child is doing remarkably well, or remarkably ill, I send a note. Thus the parent feels that his child is noticed and cared for, and it not only serves to put him in sympathy with the teacher, but awakens a new feeling of interest and respect for his child.

Another, and it seems to me a very fruitful means of interesting the parents, would be, if possible, to induce them to take some good educational journal. But, somehow, with very rare exceptions, they seem to consider such matter outside of their interests, and they will tell you, with a look and tone that is painfully impressive, that "they do not want a teacher's paper."

H. L. L.

ANSWERS.

41. The force of a body weighing 7 lbs., and moving with a velocity of 100 feet per second, is equal to the force of a body weighing 700 lbs. moving with a velocity of one foot per second. The force of a body weighing 5 lbs., having a velocity of 100 feet per second, is equal to the force of a body weighing 500 lbs., with a velocity of one foot per second. If the bodies move in opposite directions on the same line, and at the same time strike a third body at rest, the first body will impart an intensity to the third equal to the force of a body weighing 700 lbs., with a velocity of one foot per second. It is met by a resistance equal to the force of a body weighing 500 lbs., with a velocity of one foot per second. This resistance neutralizes an equal force of the intensity received from the first body, and the third body retains a force of 200 lbs., moving with a velocity of one foot per second. The third body will tend to move in the direction whence the resisting force came. Its velocity will depend on its weight. If it weighs 200 lbs. it will move one foot per second. If it weighs 2 lbs., it will move 100 feet per second.

This is based on the supposition that friction is the same in all cases, or entirely wanting. D.

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73. In the sentence, "When a man lacks health, wealth, and friends, he lacks three good things," is health, wealth, and friends used as attribute or object complement? S. C. M.

Health, wealth, and friends are direct object of the transitive verb lacks.—D.

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53. Bought a check on a suspended bank at 55 per cent.; exchanged it for railroad bonds at 6 per cent. which bear interest at 7 per cent. What rate of interest do I receive on the amount of my money invested?

W. T.

Concrete numbers are, to most persons, more intelligible than abstract. We will use the concrete. Let the face of the check=$100, then $55 are paid for it. 6 per cent. of $55, ($3.30), is expended for railroad bonds, yielding an income of 7 per cent.=$0.231, divided by money expended, produces the per cent.,=$\frac{42}{100}$ per cent. D.

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57. Explain fully why you double the quotient for a new divisor in extracting the square root of a number; and, in extracting the cube root, why do you point off into periods of 3 places each, and what is the meaning of the numbers 30 and 300 which appear? W. H. B.

Evolution is the reverse of involution.

$35=30+5$, then $35^2=(30+5)^2=30^2+$twice 30 times$5+5^2$, $=900+300+25,=1225$. That is, the square of any number consisting of two figures is equal to the square of the tens+twice the product of the tens multiplied by the units+the square of the units.

In extracting the root, we divide the number into periods of two figures each, because the square of one figure can not exceed two figures, commencing at units to count. The left hand period may have one figure.

```
        12 25 (30+5
         900
       --------
60+5)325
       ------
        300
         25
        ---
        325
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The greatest exact square in 1200 is 900, the square of 30, hence 30 is its root, but 30 is 3 tens. Subtracting 900, the remainder is 325. This number, since we have taken out the square of the tens, is twice the product of the tens multiplied by the units,+ the square of the units. Since the unit figure is not known, we take 60, twice the tens, for a trial divisor, and find it contained in 325, five times. This evidently is the unit figure of the root. If we add this number to the trial divisor, and multiply we get 300, twice the tens multiplied by the units, and 25, the square of the units, their sum being 325. D.

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67. How would you analyze "Writing notes is forbidden"? I. H. T.

A simple declarative sentence; "writing notes" is the complex subject; "writing" is the simple subject, modified by "notes," a simple objective element of the first class. "Is forbidden" is the simple predicate, unmodified. F. V. I.

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72. A man wishes to know how many hogs at $9, sheep at $2, lambs at $1, calves at $9, per head, can be bought for $400, having of the four kinds 100 animals in all. Give an explanation, showing how many different answers can be given. W. H. B.

		(m)	(n)	(o)	(p)			
$4	9	$\frac{1}{5}$		3		6	27	hogs.
	2		$\frac{1}{2}$		5	60	20	sheep.
	1	$\frac{1}{3}$		5		10	45	lambs.
	9		$\frac{1}{5}$		2	24	8	calves.
				8	7	100	100	

	8	7	
(a)	16	14	
	24	21	
	32	28	(b)
	40	35	
	48	42	
	56	49	
	64	56	
(b)	72	63	
	80	70	
	88	77	
		84	(a)
		91	

If he wishes to purchase 100 animals for $400, the average cost of one animal is $4. Now, if an animal worth $9 were sold for $4, the loss would be $5, and to lose $1 would require $\frac{1}{5}$ of a hog; but since there is to be neither loss nor gain, it follows that if a lamb worth $1 be sold for $4, the gain would be $3, and in order to gain $1 $\frac{1}{3}$ of the lamb must be sold. In the same manner the loss and gain are balanced on the sheep and calves. Clearing columns (*m*) and (*n*) of fractions, and taking their sums, we have respectively, 8 and 7, the multiples of which are given above. Taking the sum of the multiples, marked (*a*) (*a*), (*b*) (*b*), we find in either case will make 100. Multiplying 3 and 5 in column (*o*) by 2, and 5 and 2 in column (*p*) by 12, we have. respectively, 6, 60, 10, and 24. Multiplying column (*o*) by 9, and (*p*) by 4, we have 27 hogs, 20 sheep, 45 lambs, 8 calves.

B. R. JOHNSON.

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74. (*a*) In how many minutes after 4 o'clock will the hour and minute hands be 5 minute spaces apart?

(*b*) In how many minutes after 4 o'clock will the hour and minute hands be at right angles to each other.

(*a*) The minute hand moves 12 times as fast as the hour hand. At twelve o'clock the minute and hour hands are together. At one o'clock the minute hand has moved over 12 hour spaces; the hour hand over one. The minute hand has gained of the hour hand 11 hour spaces; hence the ratio of gain to the space passed over is $\frac{11}{12}$. At one o'clock there is an hour space between them; the minute hand will gain that space in $\frac{12}{11}$ of one hour, and the two will be together.

Between 4 and 5 there are two points where the minute hand will be 5 minute spaces from the hour hand; to reach the first, the minute hand must gain 4 hour spaces less 5 minute spaces, or $3\frac{11}{12}$ hour spaces. $\frac{12}{11}$ of $3\frac{11}{12}$ = 4h. $16\frac{4}{11}$m.

To reach the second point it must pass the hour hand, and must gain 4 hour spaces$+\frac{1}{12}$ of an hour space, or $4\frac{1}{12}$ hour spaces; $\frac{12}{11}$ of $4\frac{1}{12}$, = 4h. $27\frac{3}{11}$m. 4h. $16\frac{4}{11}$m. and 4h. $27\frac{3}{11}$m. really indicate hour and minute spaces on the dial, equivalent however to the time.

There will also be two points where the hands will be at right angles, one before the minute hand reaches the hour hand, the other after it passes the hour. To be at right angle they must be 15 minute spaces apart. ∵ $\frac{12}{11}$ of $(4-\frac{1}{4})$ = the first = 4h. $5\frac{5}{11}$m. and $\frac{12}{11}$ of $(4+\frac{1}{4})$ = the second 4h. $38\frac{2}{11}$m. D.

QUESTIONS.

81. Give briefly the spirit of Froebel and his work.

M. A. B.

82. What is meant by "oral" expression in reading?

D. L.

83. I am troubled to understand clearly the difference between inductive and deductive teaching. Please explain it clearly. M. L. O.

Among the very interesting features of the consolidated magazine TREASURE TROVE AND PUPILS COMPANION, we take pleasure in noticing two very interesting series, each article complete in itself, which will be commenced with the October number. The H. H. C. or HEALTH AND HAPPINESS CLUB, written especially for the magazine by Prof. W. J. Ballard, Principal of Schools, Jamaica, Long Island—in which he will in a very entertaining way treat of the important subject of PHYSICAL EXERCISE for our young people. There will also appear a series of Historical stories from the pen of Prof. John Monteith of St. Louis, Mo., formerly State Superintendent of Public Instruction of Missouri. The incidents and facts connected with these stories have been gathered by careful research and painstaking care, and presented in a very practical as well as happy manner by the writer.

Those of us who have been permitted to listen to Prof. Monteith's entertaining "talks" and "lessons" upon the *Wonders of the Animal World* and other subjects, and noted his very pleasant manner in presenting his subjects, can appreciate the treat that is in store for them in this series of articles mentioned.

The pain and misery suffered by those who are afflicted with dyspepsia are indescribable. The relief which is given by Hood's Sarsaparilla has caused thousands to be thankful for this great medicine. It dispels the causes of dyspepsia, and tones up the digestive organs

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A few of our subscribers will receive with this number of the JOURNAL a little brown slip calling attention to their financial arrangements with the publishers, An early acknowledgement will be considered a favor,

BOOK DEPARTMENT.

NEW BOOKS.

SIXTH OR CLASSIC ENGLISH READER. By William Swinton. Ivison, Blakeman, Taylor & Co.: New York and Chicago.

This is the last of a most important series of text-books. It is designed for study in the upper grades of grammar schools, also in high schools and academies; and for this purpose it has been constructed in accordance with a novel and artistic method.

The author, himself a master of the entire range of the English language, recognizes that a taste for reading, a comprehension of the wonderful creations of genius that exist in our libraries is one of the chief ends of education. To accomplish this important object he has done more than make a Reader. He has produced a text-book on English literature that contains some very remarkable features. There is a selection of twenty authors—ten British and ten American—the latter being, we think, a point over-looked altogether too often; and these are employed to perform a part of an educative process in literature.

To interest the pupil in literature is a matter of no small difficulty, but Mr. Swinton has brought to the task the skill so apparent in the previous volumes. First, he gives a bright sketch of the author, his personal characteristics, his works' place in literature, and his style; the opinions of critics are given; then follows some complete piece (not an extract), and this is most skillfully annotated.

The notes, references, queries, directions, and suggestions possess a high order of ingenuity. Any one could select pieces, but only one comprehending education both as a science and an art could employ those pieces so as to educate. The author with unabated faithfulness and skill would employ each beauteous line, each perfect expression to arouse the interest of the pupil in those wonderful men who could write so magnificently.

Words and phrases that must be explained are defined; frequently the pupil is referred to the dictionary; frequently he finds a question awaiting him at the bottom of the page. Besides these aids there is a compact glossary at the end of the volume which may be of great service to the teacher and pupil. The author has been exceedingly wise in not overburdening the volume with notes and references—a very common fault. He seems to have steadily striven to leave out all possible, and to bring the pupil in close contact with the writers.

We deem the selection of the authors a very happy one; the selection of the pieces to exhibit fine literary taste; the construction of the notes and references to be fit for the purpose designed. So that the volume will come to the teacher as a helper in his work of cultivating the taste of the student for the best in English literature. It is an exhibition of that new spirit that has begun to reign in our schools, in which the things themselves rather than the dead forms of things are studied.

The publishers of this series make a decided contribution to the advancement of education by publishing books of this sort. They demand, and in a measure, create better teachers. To publish books that need skillful, trained teachers to use requires courage. It says to the teacher "come up higher"; coming up, he is better able to be of service to his pupil.

As this volume closes the series of Readers, it is but just to say that the entire series is a most remarkable contribution to the educational literature of the country, and the publishers have a right to be proud of the popularity with which it has been received.

HOW WE ARE GOVERNED. By Anna L. Laurens Dawes. Boston: D. Lothrop & Co. $1.50.

This book has not been prepared for the statesman or special student whose knowledge of political economy is already extensive, but for those who are about to begin the subject and need a brief and simple explanation of the Constitution of the United States, and the methods of government which exist under it.

The work is prefaced by the Constitution, with its several amendments. The first chapter treats of the preamble of the Constitution; the second of Congress; the third of the powers and privileges of Congress as a single body; the fourth and fifth of the methods and customs of the two houses in their separate capacities. Subsequent divisions of the book treat of the election of a President; the duties of the President; the Executive department; the judiciary system; the legal rights of the individual under the Constitution; the rights and privileges of a citizen of the United States; the duty of the citizen; the States and the Territories, and some of the duties of the nation. The author vouches for its accuracy, the publishers have done their work excellently, and no teacher can afford to be without it.

ANATOMY, PHYSIOLOGY, AND HYGIENE. For Schools, Colleges, and General Readers. 12mo, 420 pages. $1.00. By Jerome Walker, M.D. New York: A. Lovell & Co.

This book has been prepared with special reference to High Schools, Seminaries, and Colleges. Its author is especially qualified to prepare a book of this kind, not only on account of his scientific attainments, but his practical experience as a teacher. At first sight there is nothing strikingly new in the matter or its arrangements, but on a close examination it is found to be remarkably full and accurate, while the style is clear and pronounced. It is not a compendium of facts arranged for the purpose of memorizing, but an interesting, straightforward narration of important truths, so presented as to be very attractive to the student. Great care has been taken by the publishers to select type and color of paper best adapted to the eye. Its teachings on narcotics and alcohol are concisely stated in accordance with eminent authority. Altogether, it is a work that has come to remain in the schools as one of the standard text-books on this important subject.

THE STUDY OF POLITICAL ECONOMY. Hints to Students and Teachers. By J. Laurence Laughlin, Ph D. Assistant Professor of Political Economy in Harvard University, New York: D. Appleton & Co. $1.00.

This little book treats the character of political economy as a study; its disciplinary power and relations to the law, ministry and journalism, and methods of teaching the science. A chapter is devoted to "Our Civil War as the cause of a new interest in economics," in which is briefly considered the trying position in which the untrained legislators of that time found themselves—suddenly confronted by some of the greatest political and financial problems that had ever vexed a statesman. The book is the result of a course of lectures to students, put into a general form to assist inquiries in any part of the country. No special knowledge is required as preparation for this volume. Technical language is avoided, and the book will be both interesting and useful to any intelligent general reader.

MICHIGAN: A HISTORY OF GOVERNMENT. By Thomas Mc Intyre Cooley. (American Commonwealth Series). Boston: Houghton, Mifflin & Co. $1.25.

The book describes the exploration of the State, the establishment of missions and trading posts, the founding of Detroit and its surrender to England; Pontiac's struggle; Great Britain's surrender of the Northwest. Michigan as Territory and State, in the various phases of civilization; internal improvement; universal education; and position in Civil War. The changes of jurisdiction, both soverign and subordinate, have been greater in Michigan than in any other state in the Union; being successively under the dominion of France, Great Britain, and the United States. The various changes the State has passed through render its history peculiarly interesting, and it is here treated by one that thoroughly understands it.

THE STORY OF GREECE. By Prof. James A. Harrison, Washington and Lee University. (The story of the Nation's Series.) New York & London: G. P. Putnam's Sons, $1.50.

In fifty-one short chapters the author tells where the Greeks lived and what they worshipped and believed; recites the tale of Troy; gives an account of how Achilles, Patroclus and Hector fought, of the wanderings of Odysseus and Æneas; the foundations of Greece and the history, adventures, wonderful stories, battles, legislative experiments and other great movements among the Greeks from "The beginning of all Things" until the time of Alexander the Great. It is all told in a delightfully fascinating way, and is interesting as any novel, as the story of the Greeks is bound to be when told by one that has any skill as a narrator. The stirring and illustrative anecdotes to be found in the ancient writers, have been freely chosen to describe Greek life and civilization, in place of any chronicle of dates and events, which would simply repel without instructing. It is thus made very attractive to young readers and is well calculated to whet their appetites for the larger and more detailed histories of the scientific histories.

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THE VOCALIST. For use in Social Assemblies, Seminaries, and Graded Schools. Containing Good Selections from Eminent Composers; also a Brief Exposition of the System of Instruction Employed in the School of Brooklyn, N. Y. By James E. Ryan. New York and Chicago: A. S. Barnes & Co. $0.70.

This book has been prepared for the special use of schools. It contains nothing hackneyed or common place, and nothing so difficult as to be discouraging to those possessing a fair knowledge of the rudiments of Music. The parts are within the compass of ordinary voices and enhanced by excellent accompainments. The words are chosen with regard to the character of the music. Especial pains have been taken to provide good hymns for opening exercises. A valuable feature of the book is the account of the system of instruction employed in the Brooklyn, N. Y., public schools. This book cannot fail of meeting with a wide sale. It is most carefully edited, excellently printed, on first class paper, with clear type. We advise teachers to send for a sample copy before purchasing elsewhere.

PIANO CLASSICS. By the best composers. Boston: Oliver Ditson & Co. $1.00.

This collection is well made and includes forty-two compositions, many of them favorite piano pieces of eminent players. Hadyn, Schumann, Beethoven and Pergolesi are represented with single selections; the larger proportion is made from the more modern classic composers. All degrees of difficulty will be found in this book, and the fingering in several cases has been made especially or this occasion. Among the contents we find the two popular album leaves by Grieg and Kirchner; Scharwenka's Polish Dance; Jensen's Mill Wheel; Gavottes by Silas, Tours, Godard and Neustedt; Heller's Cradle Song; a waltz by Durand and two of Moskowski's compositions. The collection is a valuable one, and will prove suggestive to piano teachers.

WHY WE BELIEVE THE BIBLE. An hour's Reading for Busy People. By J. P. T. Ingraham, S.T.D. New York: D. Appleton & Co. 60 cents.

This book is inscribed "to all who would like to confirm their faith in the Bible, but who have not leisure for large volumes"(!) This is a busy world. Time is too precious to sleep; let us keep on hand a bottle of phosphates, warranted to "knit up the raveled sleeve of care" in "no time at all." We cannot spare the hours for exercise; we will invest in a health-lift which gives us all the exercise we want, in a jiffy. Eating is a tedious business; one must be provided with a bottle of condensed food; thus he may pour into himself the nutritive equivalent of three sirloin steaks, without stopping to breathe; and while they are about it, let all men be advised that a substantial, ready-made faith is conveniently at hand for those that have not leisure or brains enough to do their own thinking or to know what they do believe. In such a matter as the Bible, too, upon which so many hinge all their hopes, it is eminently desirable to have ideas cut and dried and done up brown for immediate use. By all means permit us, oh, shades of St. Paul! in these busy times, to have our eternal salvation bottled to order.

The reverential Cowper was content to believe regarding those mysteries that passed his understanding, that—

> "God is *his own* interpreter
> And *he* will make it plain."

But the electric light of busy-world's interpretations had not then fallen upon the soul of the benighted poet. Let us be grateful for our age and its privileges?

BOY LIFE IN THE UNITED STATES NAVY, by H. H. Clark, U. S. N., Boston: D. Lothrop & Co. 12mo., pp. 313. Illustrated.

A story of a Maine boy. His mother, the daughter of a Ship master and owner who when her father's fortune was lost in an uninsured vessel went to the wilds of the Aroostook region to teach school. After some years she married a young farmer, and her boy inheriting his grandfather's passion for the sea, at last gets his father's reluctant consent to join a U. S. Ship for training naval apprentices. On the way to Boston the train is wrecked and he succeeds in rescuing the young daughter of Mr. Aston, a rich Portland Ship owner from a burning car. After a year's pleasant and exceedingly eventful life in the navy he receives as a reward for his good conduct and ability—but all this brought to the notice of the Congress-man from his district by Mr. Aston—an appointment to the Naval Academy. In a subsequent volume his experience is to be told. There is an abundance of stirring incidents and several of them exceedingly improbable. The author has made some slips in nautical details, but on the whole the book is a good one.

THE OLD DOCTOR. By John Vance Cheney. New York: D. Appleton & Co. Paper, 50 cents.

The "Doctor" is, so far as we know, a new figure, and the author deserves thanks for the originality of this conception; but it is too much to say that it is artistically carried out, or that the story is, in other respects, well written. It is called a romance of Queer Village and there is an air of queerness about the whole production, that it is impossible to describe. What is called mesmerism has a large share in the story, but the author's style is so crude and rudimentary that it is a hard matter in some parts of the book to understand just what he is driving at, or what the people of the story are trying to do—but simply for the sake of meeting so unique a character as the *Old Doctor*.

PHIL VERNON AND HIS SCHOOL-MASTERS. A story of American school life. By Byron A. Brooks. New York: Phillips & Hunt.

This is the story of a youth that educates himself, to quote the author, "by the unsought happenings of daily life. It is the life of a real live, average boy placed amid natural and healthful surroundings, under various influences good and bad, through the experiences in school and out, in the field and in the town, in his sports and his more serious occupations; with his companions and his teachers; which combine to form his character and develop his innate being; that is, to educate him." The book is altogether a wholesome and hearty one. It is one of the stories that every boy wants.

UNCLE TOM'S CABIN. Harriet Beecher Stowe. Boston: Houghton Mifflin & Co. $1.00.

It is time for a new American edition of this book. About once in so often a fresh supply will be called for; just as unfailingly as flour or sugar or any other of the necessities of life: for Uncle Tom's Cabin—it seems almost a mere truism to say it—will not grow old until liberty and life and love have all gone out of date. Perhaps Charles Kingsley was not far from wrong in calling it the greatest novel ever written. It is beyond dispute the most popular; probably there are thousands of people who have not read it, or that want to read it again, and for the benefit of these the present edition is published.

It is in neat substantial style and tasteful binding, and will of course be welcome.

BOOKS RECEIVED.

From Jansen, McClurg & Co., Chicago: (1) Brief German Grammar, by Wm. D. Whitney; (2) The Bar Sinister; a Local Study. Price, $1.25; (3) Scott's Marmion, edited by Wm. J. Rolfe. Price, 75c.; (4) First Lessons in German Reading. Price, 40c.

Lectures on School Hygiene. Ginn & Co. Mailing price, 85 cents.

From Potter, Ainsworth & Co., Chicago: (1) Standard Composition Book; (2) Dinsmore's Model Script, Spelling Blanks; (3) Number Tablets for Supplementary Work in Arithmetic; (4) Howard's Elementary Arithmetic, (oral and written).

From S. A. Maxwell & Co., Chicago: (1) On Teaching, its Ends and Means. Retail price, 50 cents; (2) Lectures on Teaching. Retail price, $1.00. (3) Theory and Practice of Teaching (Taring.) Price $1.00.

Talks Afield. Houghton, Mifflin & Co., Boston. Price, $1.00.

Virgil's Æneid, Bucolics, and Georgics. A. S. Barnes & Co.

The Vocalist. A. S. Barnes & Co.

Practical Work in the School Room. Part I. A. Lovell & Co., New York.

Selected Words for Spelling Dictation. A. Lovell & Co.

Elements of Natural Philosophy. Sheldon & Co., Chicago, and New York.

Book of Cats and Dogs. D. Appleton & Co.

Friends in Feathers and Fur. D. Appleton & Co.

Appleton Chart Primer. The Sentence and Word Book. D. Appleton & Co.

Froebel's Education of Man. A Lovell & Co., New York.

MAGAZINES.

Gen. Horace Porter contributes an anecdotal paper on "Lincoln and Grant" to the October *Century*. From personal knowledge he describes the official relations of the two men, and their private intercourse, and relates many new stories. In the same number will be printed a paper by Gen. Adam Badeau on "The Last Days of Gen. Grant," an authentic account of the last year of Gen. Grant's life, including his literary work, etc. A number of portraits and illustrations will accompany it.

The most striking feature of the *Magazine of American History* for October is Gen. Grant's autograph letter in fac-simile, covering six pages. It was written in 1883, on the death of Alexander H. Stephens, and is now published for the first time. It was addressed to Rev. Henry Whitney Cleveland, formerly a colonel in the Confederate service, who contributes, with the letter, an intensely interesting paper on "Gen. Grant's Military Abilities," arguing that the South underrated Gen. Grant from the first, and that both the North and the South underrate his generalship even now.

LITERARY NOTES.

A most important book on Cassell & Company's list is "The Story of the Heavens," by Robert Stowell Ball, L.L.D., Fellow of the Royal Society of London, etc., etc. The book, although on a scientific subject, is written in a popular manner, and is profusely illustrated with plain and colored plates of exceptional quality.

Mrs. Alice Wellington Rollins, one of the most charming magazine writers of the day, has written a little book which Messrs. Cassell & Co. will soon publish, called "The Story of a Ranch." It is a true story, the outcome of the author's own experience on a Kansas sheep ranch, and it is as fresh and bracing as a prairie breeze. There is a good deal of information mixed in with picturesque descriptions' and the result is a book that will serve the double purpose of entertainment and instruction.

Bible students will be interested in the announcement of Messrs. Cassell & Co., of a "Handy Commentory on the Old Testament," edited by Charles John Ellicott, D.D., Lord Bishop of Gloucester and Bristol

ANNOUNCEMENTS.

D. C. Heath & Co., of Boston, have nearly ready A Select Biography of Ecclesastical History by John Alonzo Fisher. Paper, 50 pages, $0.25.

This little volume gives a very valuable and select list of books covering the following general topics: General Church History (Eastern and Western); Early Christianity; Mediæval Christianity; Modern Christianity; and special topics, such as Art, Biography, Church and State, Councils, Creeds, Doctrines, Missions, Rationalism, Reference Books, etc.

PAMPHLETS.

Examples in Primary Arithmetic. Scranton, Wetmore & Co. Rochester, N. Y.

School Room Budget—Songs. C. W. Bardeen, Syracuse, N. Y.

The Statue of Liberty Enlightening the World. North American Review. Price, 75 cents.

Teaching as a Business for Men. C. W. Bardeen, Syracuse, N.Y.

German Simplified. Nos. 11 and 12. Gerald Pierce & Co. Chicago.

Twenty-third Annual Circular of Allen Academy, Chicago. An English, Classical, French and German family and day school. Ira W. Allen, LL. D., president.

Platt County Common Schools Manual and Guide. 1886.

First Annual Catalogue of the School of Expression. S. S. Curry, Ph.D., principal.

MASTERPIECES IN ENGLISH LITERATURE.

By HOMER B. SPRAGUE A.M., Ph.D.,

President of Mills College, California; late Head Master of Girls' High School, Boston.

This work contains, entire, The Clerk's Tale, by Chaucer; Spenser's Epithalamium; several of Bacon's Essays; Shakespeare's Macbeth: Milton's Aeropagitica, Masque of Comus, and Hymn on the Nativity; and Bunyon's Pilgrim's Progress.

These with copious explanatory notes, studies in *language, rhetoric,* and *literature,* a sketch of each author's life and works, etc., make up a volume of 445 pages. Teachers wanting a copy for examination may obtain it by mail for $1.50, the introduction price. The book may be returned if not satisfactory, and the money will be refunded. The money paid for will be credited on the bill for introductory supply. Any of the parts may be had separately for class use. The MASQUE OF COMUS is now ready.

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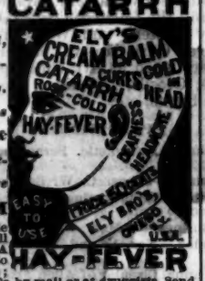

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As for younger ones during these winter evenings they can get as much pleasure out of a magic lantern as from any contrivance we know Queen & Co., of 924 Chestnut St. Philadelphia manufacture these lanterns, beside every other description of optical, philosophical and chemical apparatus, including microscopes, telescopes, barometers, thermometers, drawing instruments, and photographic outfits.

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CASH CAPITAL,	$3,000,000 00
Reserve Premium Fund,	2,847,805 00
Reserve for Unpaid Losses and Claims,	405,798 64
Net Surplus,	1,141,726 91
CASH ASSETS,	$7,395,030 55

SUMMARY OF ASSETS.

Cash in banks,	$251736 41
Bonds & M'gages, being 1st lien on R'l Es't	1,095,400 00
United States Stocks (market value),	2,845,635 00
Bank & R. R. Stocks & Bonds, (m'ket value)	1,099,400 00
State & City Bonds, (market value),	222,000 00
Loans on Stocks, payable on demand,	254,050 00
Interest due on 1st January 1885,	105,688 45
Premiums uncollected & in hands of agents,	356,002 72
Real Estate,	655,183 97
TOTAL,	$7,395,030 55

CHAS. J. MARTIN, President.
D. A. HEALD, V. P.; J. H. WASHBURN, V. P., & S.
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Publisher's Department.

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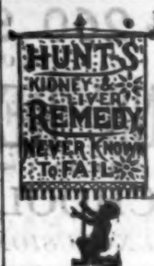

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"And the only way I ever got"
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Was by throwing up all my stomach contained!! No one can conceive the pains that I had to go through, until
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